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Major purposes of an institute held July 10-27, 1967 at the Georgia State College were to: (1) develop basic principles of communication similar to those used by the private sector of the economy, (2) develop an understanding of how vocational educators can more effectively work with public news media, (3) develop packages and kits for use by participants, and (4) provide inspiration and motivation for informing the public about vocational education. The 42 participants from 28 states and Puerto Rico held positions in: (1) public information, (2) research, (3) vocational education coordination, (4) curriculum or program services, (5) consulting, (6) administration, and (7) specialists and state supervisors. Approximately 50 percent of the institute time was devoted to group workshops, 40 percent to lectures on communication skills and use of public media, and 10 percent to lectures on inspiration and motivation. This institute summary contains results of the attitude questionnaire, the knowledge questionnaire, the job description questionnaire, and a tabular evaluation of the institute. The appendixes contain a roster of the participants, key speeches and papers of the institute, reports of group workshops, four student papers, and some of the subject material discussed in the workshop. (DM)

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FINAL REPORT

Project No. 7-0558
Grant No. OEG2-7-070558-2937
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THE FIRST NATIONAL INSTITUTE FOR PUBLIC INFORMATION OFFICERS IN VOCATIONAL AND TECHNICAL EDUCATION

May, 1968

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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By
Dozier C. Cade and Harold E. Davis

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

In October, 1966, a representative of the U. S. Department of Health, Education, and Welfare went to Georgia State College to explain a development in the vocational educational field. The representative, Mr. Jack Billings, said that the 1963 vocational educational act had given vocational education the responsibility of training for all occupations other than those which required a baccalaureate degree.

He said the opportunities inherent in this had not been comprehended.

He suggested that Georgia State College determine whether it wished to undertake the mounting of something new -- a national Institute to train public information officers in vocational education. In addition to this suggestion from Mr. Billings, the College was requested by the Georgia State Board of Vocational Education to hold an Institute. The Board communicated this request to the Department of Health, Education and Welfare. Dr. James E. Bottoms of the Georgia department acted as a consultant in the preparation of the application for the Institute.

The application was prepared by Georgia State College, submitted to the U. S. Department of Health, Education and Welfare, and in due course it was approved to be held between July 10 and July 21, 1967 at the College in Atlanta.

Two members of the faculty of Georgia State College were designated as co-directors -- Dr. Dozier C. Cade and Mr. Harold E. Davis. Dr. Cade is head of the journalism department at the College; Mr. Davis is director of public relations.

PURPOSES

The purposes of the Institute were set forth. They were:

1. To develop skills and understandings of the basic principles of communication similar to those used by the private sector of the economy to sell their products and ideas.

2. To develop an understanding of how vocational educators can more effectively work with the public news media.

3. To develop materials for packages and kits that actually can be used by participants in certain, identified, critical problem areas of vocational education.

4. To provide inspiration and motivation for the purpose of convincing the participants that they CAN do the job of informing the public about vocational education.

Georgia State College decided to use an interdisciplinary approach to draw together the best people in all fields of communication -- public news media, advertising, marketing, journalism, speech, and persuasive communication -- to instruct and work with the participants.

There seemed to be agreement that if the purposes of the 1963 act were to be carried out, vocational education people themselves would have to reorganize their thinking. They would have to develop ways for bringing the public's appreciation of vocational education up to the level that the programs themselves had achieved. The Institute started with the premise that there was a lag in the public's concept of what is involved in vocational education.

OBJECTIVES

Objectives for the Institute were:

1. Basic and general communications.
   --To develop in the participants the facility for clear, simple writing.
   --To point out techniques for effective oral communication.
   --To develop basic know-how in developing brochures, pamphlets, booklets, and manuals.

2. Working with the public news media.
   - --To develop in the participants the facility for working with newspapers.
   - --Working with radio stations, large and small.
   - --Working with television.
   - --Working with press associations (wire services).

3. The skills, knowledge and concepts acquired in objectives 1 and 2 were to be used by the participants to develop "communication packages" tailored to bridge communications gaps in selected problem areas in vocational education.

4. Providing motivation and inspiration.

METHOD

The Faculty Lounge of Georgia State College, which is located in downtown Atlanta, was reserved for use of the Institute. The Lounge is a spacious room which permitted participants to sit in a half-moon around lecturers. There was room for a coffee-break area at one end. There also was room for exhibit tables. Most of the participants chose to stay at the Atlantan Hotel, a short walk from the College. Many participants took day-time meals in the College cafeteria.

The Institute met from 9 a.m. until 5 p.m. Monday through Friday both weeks except the final Friday when it adjourned at noon. There was a lunch break from noon until 1:30 p.m. Coffee breaks were scheduled in the morning and afternoons.

The co-directors, relying on what seemed the most expert advice, determined that the time of the Institute should be used as follows: approximately 40 percent to be devoted to lectures on communications skills and use of public media, approximately 10 percent to lectures on inspiration and motivation, and approximately 50 percent to group workshops.

There were four group workshops in the Institute, each under the direction of an expert in vocational and technical education. The participants were divided among the group workshop leaders according to the wishes of both participants and leaders. Each workshop took a different problem or set of problems to solve. (Group workshop reports are in an appendix to this report.)

In advance of the Institute, samples of pertinent publications, reports, descriptions of projects or techniques, handbooks, research studies and other pertinent materials were collected from Vocational Education Divisions in all cooperating states. These served as a library and exhibit file for participants.

SELECTION OF PARTICIPANTS

In the early planning it was envisioned that there would be 60 participants. However, budget considerations required that this number be reduced to 44.

Enrollment was by invitation to insure maximum geographical, agency, and institutional coverage. Conference participants were, to the extent possible, selected from three groups in the following priority:

a. Persons designated as public information officers for the vocational education division in the 50 states.

b. Persons responsible for public information on vocational education in large city systems.

c. Persons in charge of public information in large vocational schools throughout the country.

As a first priority, each state director of vocational and technical education in America was written and invited to nominate a candidate for participation.. All of these candidates were accepted in cases where their nominations were received before enrollment had to be closed. Copies of the letters of invitation were sent to all superintendents of state school systems in the country.

Applications were sent to every individual who inquired about the Institute.

The co-directors received 118 inquiries, There were 52 formal applications for admittance.

At the time they applied, nominees enclosed a copy of their job descriptions, or descriptions of the jobs they expected to hold after the Institute was over.

They submitted the following when appropriate:

1. The amount of time spent each day, week or month

performing vocational and technical education public information duties.

2. The length of time on the assignment.

Participants agreed to assist the co-directors in a research evaluation after the Institute was over and they returned home. The purpose of the evaluation was to determine the specific benefits that the Institute produced as reflected in subsequent performance in public information work by the participants.

Forty-four persons were accepted and six were put on a stand-by basis in case of last minute cancellations. Two cancellations made shortly before the Institute began were filled with qualified stand-by appointees. They took part as equal participants. On the day the Institute opened, two persons who had agreed to come did not appear. They did not send immediate word they would not be coming. By then, it was too late to bring in stand-by participants. The Institute was conducted with 42 fully qualified participants.

ANALYSIS OF PARTICIPANTS

Of the 42 attending, only nine had job descriptions which indicated they were directly involved with public information for vocational and technical education on the statewide level. However, each had a certain amount of public relations responsibilities involved with his or her job.

Breakdown of participants is as follows:

PUBLIC INFORMATION on the State wide level - 9.

Three public information officers.

Two supervisors of vocational publications and public information.

One supervisor of information services.

One public relations coordinator for U. S. Commonwealth department of education.

Two writers.

PUBLIC INFORMATION on the local level - 2.

One coordinator of public information for a community college.

One publications supervisor and public information officer, community college.

RESEARCH - 8.

Four with research coordinating units on statewide level.

One with county board of public instruction as survey specialist.

One administrative analyst with bureau of vocational education, state department of education.

One vocational analyst with division of vocational education, state department of education.

One marketing coordinator for vocational-technical institute.

VOCATIONAL EDUCATION COORDINATORS - 3.

One with area vocational technical school.

One with a county school system.

One with a county board of cooperative educational services.

CURRICULUM OR PROGRAM SERVICES - 4.

One program specialist with division of vocational education, state department of education.

One supervisor of vocational curriculum development, state department of education.

One education materials assistant, state department of education, vocational division.

One director of program evaluation section, state department of education.

CONSULTANTS - 4.

Two public information consultants for state department of education.

One for manpower development training program, division of vocational education, state department of education.

One publications consultant for state department of public instruction.

ADMINISTRATION - 9.

Two deans of vocational and technical education.

One principal of adult technical school.

One director of program services for state board of vocational education.

One director of extended education programs for a public school system.

One assistant director of state department of vocational education.

One director of an area vocational technical school.

One director and one assistant director of vocational technical center projects with public school systems.

OTHER - 3.

One specialist for office occupations, vocational division of state board of education.

One assistant state supervisor, introduction to vocations.

One state supervisor of distributive education.

CO-DIRECTORS

The co-directors, Dr. Cade and Mr. Davis, had extensive experience in journalism, public relations, and education. Both men had impressive academic backgrounds.

Dr. Cade, professor and head of the department of journalism, Georgia State College, has been associated with Georgia State College since March 1, 1956. In addition to heading the journalism department during this period, he also was director of public relations until July 1, 1965, when he gave up those duties for full-time journalism.

He was graduated from his home-town high school in Eufaula, Alabama, with the highest scholastic average. He then earned an A.B. degree with majors in journalism and English from the University of Alabama in 1939, where he was the outstanding journalism graduate. He was a member of Phi Beta Kappa and Omicron Delta Kappa. In 1963 he received the Distinguished Journalism Alumnus Award from the University.

Dr. Cade was the first Southerner to receive a graduate journalism scholarship to the Medill School of Journalism at Northwestern University, where he received the M.S.J. degree in 1940, the Harrington Memorial Award as the most outstanding graduate, the Sigma Delta Chi Scholarship Award, and the Bastian Memorial Award for promise in journalism. He was awarded the Ph.D. degree in mass communications from the State University of Iowa in 1954.

Before coming to Georgia State College, Dr. Cade was assistant professor of military science and tactics at the University of Alabama and taught journalism at Emory University and Northwestern University. His professional experience includes working as reporter, general assignment writer, business news writer, drama critic, copy editor, and assistant city editor for such newspapers as The Eufaula Tribune, The Tuscaloosa News, The Atlanta Journal, and The Chicago Daily News. He is currently president of the American Society of Journalism School Administrators.

Mr. Davis is director of public relations for Georgia State College in Atlanta. He is a graduate of the University of Georgia with an undergraduate degree in journalism (1949) and a master's degree in history (1950). He is a member of Phi Beta Kappa, Omicron Delta Kappa, and Phi Kappa Phi.

Mr. Davis, in 1950, began work in journalism as business writer for The Columbus (Georgia) Enquirer, and later covered police news for The Enquirer. In 1951 he joined the staff of The Atlanta Journal as a political writer, covered 10 sessions of the Georgia General Assembly, was assistant city editor of the paper, was an editorial writer, and in 1956 went to Washington to cover the House, Senate, and White House as Washington correspondent for The Atlanta Journal, and on Sundays for The Atlanta Journal-Constitution.

After five years in Washington during the Eisenhower and Kennedy administrations, he returned to Atlanta to take charge of The Journal's news staff as city editor, and on Sundays as city editor of The Atlanta Journal-Constitution. He was city editor for four years (until July 1, 1965), when he joined the staff of Georgia State College.

Mr. Davis is experienced in all aspects of newspaper journalism, has done considerable work in radio and television, and still is director of The Atlanta Journal's "Our World Today" program. In public relations he has been a consultant to a large number of organizations including the Georgia State Scholarship Commission and the Georgia Higher Education Assistance Corporation.

Both co-directors participated as working faculty of the Institute. Each delivered two presentations in his areas of specialization in addition to handling his organizational and administrative duties.

GROUP WORKSHOP LEADERS

Each group workshop leader was selected because of professional background and experience in public information for vocational and technical education, and because of personal qualification demonstrated through performance.

The group workshop leaders were: Mary Allen, director of public information for the American Vocational Association, Washington, D. C. Miss Allen is a former secretary to a United States congressman who was a member of the House Committee on Education, Labor, and Welfare. She was involved in vocational and technical education matters through the Congress. She is now the first director of public information for A. V. A.

Fred Mulcahy, coordinator of the community relations department of the Milwaukee Vocational Technical and Adult Schools, Milwaukee, Wisconsin. This school is nationally recognized as a pace-setter in adult education and has a history spanning several decades. Mr. Mulcahy is an expert on the use of adult education courses and seminars as public relations devices.

Dr. Gene Bottoms, associate state director, Vocational Education Leadership Services-Guidance, of the Georgia Department of Education, Atlanta. Dr. Bottoms is an expert in the development of materials which can be used to interest students in vocational and technical education.

Jarrot Lindsey, Jr., director of publications and information services of the Georgia State Department of Education, Atlanta. Mr. Lindsey was a pioneer in the South in the development of an effective statewide public relations program for vocational and technical education. He is a specialist in the development of visual materials to accomplish the task.

The group leaders met with the co-directors at a final planning session the night before the Institute began.

ADVISORY COUNCIL FOR THE INSTITUTE

An advisory council to the co-directors of the Institute was set up in May, 1967 to review plans and to advise the co-directors.

Appointed to the advisory council were Jack Wilson, project officer for the Institute, Department of Health, Education, and Welfare, Washington, D. C.; Jack L. Billings, public information officer of the Bureau of Adult and Vocational Education, Department of Health, Education, and Welfare, Office of Education, Washington, D. C.; George W. Mulling, director of vocational education, State of Georgia, Atlanta; Mr. Lindsey, and Dr. Bottoms.

A quorum of the Advisory Council met with the co-directors at Georgia State College on May 19, 1967. Present were Mr. Wilson, Mr. Lindsey, Dr. Bottoms, Dr. Cade, and Mr. Davis. Mr. Billings was excused from attending. He had made two trips to Atlanta previously to give advice and counsel to the co-directors.

FACULTY

Other than the co-directors and the group workshop leaders, who also functioned as faculty members, the faculty of the Institute was drawn from the faculty and staff of Georgia State College, from other educational institutions, from the communications media, and from others who had established themselves as experts.

The faculty is listed below:

Dr. Noah Langdale, Jr., president of Georgia State College, Dr. Langdale is an expert in human motivation, and a nationally renowned speaker.

Dr. David J. Schwartz, Jr., professor of marketing at Georgia State College. Dr. Schwartz is noted as the author of a definitive paper on improving the public acceptance of vocational and technical education in Georgia. (An edited version of the paper appears in Appendix C of this report.) He is the author of one of the textbooks used in the Institute.

Mr. Billings.

Dr. Robert E. Garren, professor and head of the department of sociology at Georgia State College. Dr. Garren is an expert on dealing with the culturally disadvantaged. He has co-directed a series of successful seminars on employment of the culturally disadvantaged.

Dr. Scott M. Cutlip, professor of journalism at The University of Wisconsin, Madison, Wisconsin. Dr. Cutlip is the author of a widely used textbook in public relations.

Dr. E. T. Eggers, professor of management at Georgia State College. Dr. Eggers is an expert in motivation.

Dr. Jack P. Nix, superintendent of schools of the State of Georgia. Dr. Nix formerly was director of vocational and technical education for Georgia.

Elsa Porter, staff assistant in the office of the secretary, Department of Health, Education and Welfare, Washington, D. C. Mrs. Porter is knowledgeable in the area of the Federal contribution to vocational and technical education.

Dr. David Manning White, chairman of the division of journalism of the School of Public Communication, Boston University. Dr. White is the author of several books on communications and public opinion.

Richard Yarbrough, press relations, Southern Bell Telephone & Telegraph Company, Atlanta. Mr. Yarbrough has made a reputation throughout the South in working with weekly and suburban newspapers.

John McKenzie, vice president of Higgins-McArthur Printing Company, Atlanta. Mr. McKenzie is an authority on the preparation of brochures.

Hilda G. Dyches, assistant professor of speech and drama, Georgia State College. Mrs. Dyches is an established lecturer and instructor in oral communication.

King Elliott, formerly news director of WSB Radio, Atlanta. Mr. Elliott is a frequent lecturer on how to work effectively with radio stations.

Dick Goss, community relations director of WSB-TV, Atlanta. Mr. Goss is an expert in advising public relation people on how to work effectively with television stations.

Dr. Michael H. Mescon, professor of human relations and chairman of the department of management, Georgia State College. Dr. Mescon is an authority in the field of human relations.

Don Stewart, memory expert and public relations official. Mr. Stewart is a professional lecturer in memory training and is writing a book on the devices by which mental recognition and retention powers may be augmented.

PROGRAM

Except for two coffee breaks each day which are not shown, the program for the Institute was as follows:

MONDAY, JULY 10

8:30 a.m.	---Introductory Coffee in Sparks Hall Conference Room
9:00 a.m.- 10:15 a.m.	---Dr. Langdale THE ANATOMY OF FAILURE
10:30 a.m.- Noon	---Dr. Schwartz HOW TO CHANGE AN IMAGE Assignment of first textbook.
1:30 p.m.- 5:00 p.m.	---Organization of the Institute. Assignment of group leaders. Definition of problems. Assignment of research papers.

TUESDAY, JULY 11

9:00 a.m.- 10:15 a.m.	---Mr. Billings THE BLURRED IMAGE OF VOCATIONAL EDUCATION
10:30 a.m.- Noon	---Group workshops
1:30 p.m.- 3:00 p.m.	---Dr. Garren DEALING WITH THE DISADVANTAGED

3:15 p.m.- 5:00 p.m.	---Mr. Lindsey SEEING IS BELIEVING

WEDNESDAY, JULY 12

9:00 a.m.- 10:15 a.m.	---Mr. Mulcahy INSTITUTES AND SEMINARS AS A COMMUNITY SERVICE
10:30 a.m.- Noon	---Dr. Cutlip BUILDING BLOCKS FOR A PR PROGRAM
1:30 p.m.- 5:00 p.m.	---Group workshops

THURSDAY, JULY 13

9:00 a.m.- Noon	---Mr. Lindsey CONDUCTING A TOUR
1:30 p.m.- 3:00 p.m.	---Dr. Eggers MOTIVATION AND GROUP DYNAMICS
3:15 p.m.- 5:00 p.m.	---Group workshops

FRIDAY, JULY 14

9:00 a.m.- 10:15 a.m.	---Mr. Davis ONE THING YOU MUST KNOW ABOUT CLEAR WRITING (with exercises)
	Assignment of textbook.
10:30 a.m.- Noon	---Dr. Nix THE PUBLIC RELATIONS ROLE
1:30 p.m.- 3:00 p.m.	---Dr. Cade OTHER THINGS YOU SHOULD KNOW ABOUT CLEAR WRITING
3:15 p.m.- 4:10 p.m.	---Group workshops
4:15 p.m.- 5:00 p.m.	---Mrs. Porter CREATIVE FEDERALISM AND VOCATIONAL EDUCATION

MONDAY, JULY 17

9:00 a.m.- 10:15 a.m.	---Dr. Schwartz CREATIVE LEADERSHIP THROUGH PERSUASIVE COMMUNICATIONS
10:30 a.m.- Noon	---Mary Allen DEALING WITH DECISION MAKERS
1:30 p.m.- 5:00 p.m.	---Group workshops

TUESDAY, JULY 18

9:00 a.m.- 10:15 a.m.	---Dr. White COMMUNICATION: THE KEY TO A GOOD PR PROGRAM
10:30 a.m.- 11:15 a.m.	---Mr. Davis WORKING WITH DAILY NEWSPAPERS AND PRESS ASSOCIATIONS
11:15 a.m.- Noon	---Mr. Yarbrough WEEKLY NEWSPAPERS AND SUBURBANS
1:30 p.m.- 3:00 p.m.	---Mr. McKenzie PREPARING EFFECTIVE BROCHURES
3:15 p.m.- 5:00 p.m.	---Group workshops

WEDNESDAY, JULY 19

9:00 a.m.- 10:15 a.m.	---Mrs. Dyches EFFECTIVE ORAL COMMUNICATIONS
10:30 a.m.- 11:15 a.m.	---Mr. Elliott WORKING WITH RADIO
11:15 a.m.- Noon	---Mr. Goss WORKING WITH TELEVISION
1:30 p.m.- 2:15 p.m.	---Dr. Cade COMMUNICATION PROBLEMS
2:15 p.m.- 3:00 p.m.	---FILMS
3:15 p.m.- 5:00 p.m.	---Group workshops

THURSDAY, JULY 20

9:00 a.m.- 10:15 a.m.	---Dr. Mescon MOTIVATION AND VOCATIONAL EDUCATION
10:30 a.m.- Noon	---Dr. Bottoms INFORMING POTENTIAL STUDENTS AND COUNSELORS OF VOCATIONAL EDUCATION PROGRAMS
1:30 p.m.- 5:00 p.m.	---Preparation of final group workshop reports

FRIDAY, JULY 21

9:00 a.m.- 10:15 a.m.	---Reading of the four best research papers selected by Group Workshop leaders. Special mention of others.
10:30 a.m.- 11:45 a.m.	---Mr. Stewart MEMORY AS A PROFESSIONAL TOOL
11:45 a.m.- Noon	---De-processing

RESULTS-RESEARCH

The Institute was conceived as a research as well as an instructional project. The purpose of the research was to determine whether this Institute--and, by extension, other Institutes--would measurably change the participants' (1) attitudes toward their jobs (2) knowledge of their jobs and (3) the duties of the jobs themselves.

Instruments were devised to test the participants at the beginning of the Institute, at the end of the Institute, and eight months after the end of the Institute. An analysis of the test results discloses that there were measurable changes in all three of the categories. The conclusion was that the Institute caused the changes in large part.

DISCUSSION-RESEARCH

The Attitude Questionnaire

Questionnaire Number 1, an attitude questionnaire, was designed to ascertain the attitudes of the individual participants toward the job of public information in vocational and technical education. Its purpose was not to measure the content of the attitudes but rather to measure how attitudes changed from the beginning of the Institute until the end, and from the end of the Institute to about eight months later.

Of the 42 Institute participants, 35 took the attitude test all three times, and 42 took it only at the beginning and at the end of the Institute.

Questions 1 and 2 were designed to ascertain what the participants thought about the field of public relations or public information, and thus about their own jobs if they were then in the field or about their future jobs if they were going into the field later.

The answers to Question 1, "What is public relations?", were analyzed to measure changes in attitudes toward the field in general. The answers indicated that 16 of the 42 participants had more specific attitudes about what public relations was by the end of the two-weeks Institute than they had at the beginning, 17 had broader attitudes, 2 had attitudes both broader and more specific, and 7 had about the same attitudes.

Eight months later, 5 of the 35 participants taking the test for the third time had attitudes more specific than they had at the end of the Institute, 17 had broader attitudes, 2 had both broader and more specific, 10 had attitudes about the same, and 1 had a regressive attitude toward the field. Having broadened and specified his attitude by the end of the Institute he reverted to his narrower, more limited concept of public relations.

Three of the participants kept their same attitudes from the beginning of the Institute through eight months later. Two stressed public relations as being a means of convincing the public to accept ideas, and eight months later had changed it to informing the publics of technical and vocational education programs.

The most outstanding characteristic of the attitude changes reflected by the participants in general was from the concept of merely informing the public about vocational and technical education to that of communicating this information to the publics.

The answers to Question 2, "What is the role of the public information specialist in vocational and technical education?", were analyzed to measure changes in attitudes toward the field of public information in particular--that is, to "spell out" or specify the general attitude changes measured by Question 1.

This time, only 1 of the 42 participants (compared with 16 in Question 1) had a more specific attitude toward the overall job of public information by the end of the Institute, 28 had broader attitudes (compared with 17 in Question 1), 8 had attitudes both broader and more specific (compared with 2), and 5 had about the same attitudes (compared with 7).

The fact that only 1 participant had a more specific attitude toward what a public information specialist is supposed to do probably can be accounted for by the fact that most of the answers to the test given at the beginning of the Institute merely said the role of the public information specialist was to inform the public about vocational and technical education. By the end of the Institute, the participants had gotten a much broader view of the field, and this learning was reflected in their answers.

Eight months later, 7 of the 35 participants had attitudes more specific than they had at the end of the Institute (compared with 5 in Question 1), 18 had broader attitudes (compared with 17), 4 had attitudes both broader and more specific (compared with 2), 5 had about the same (compared with 10), and 1 had regressed in attitude to a more limited concept.

Thus it can be seen that there was a high correlation between the answers to Question 2 and those to Question 1 eight months after the Institute, which lends validity to the assumption previously made that the participants have grown on their jobs since the Institute.

As with Question 1, the most outstanding general attitude change reflected by the answers to Question 2 was from the concept of informing the public about vocational and technical education to that of communicating this information to the various publics.

However, one participant kept the same attitude of "informing the public" throughout the time period of the testing.

Questions 3, 4 and 5 ascertained what the participants thought about the difficulty of their jobs.

The answers to Question 3, "What is the biggest problem in being an information specialist in vocational and technical education?", were analyzed to measure the changes in attitudes toward the difficulty of the job.

This was done by noting if the participants identified more problem areas in the field at the end of the Institute than they did at the beginning, and if they identified still more problem areas 8 months after the Institute. Also considered in the assessment of the attitudes was whether the participants felt that the problems were more complex than they had first thought, and if they underestimated the problems in the field and the difficulty of the public information job in general.

The answers indicated that 30 of the 42 participants (71 percent) had realized by the end of the Institute that the job was more difficult than they had first thought, only 1 felt that the job was less difficult than he had first thought, and 11 had no significant change in concept of job difficulty.

Eight months later, 23 or 66 percent of the 35 participants taking the test the third time had identified still additional problem areas in the field, indicating perhaps a growing knowledge of their jobs. Again, 10 participants reflected no change in their concept of job difficulty from the end of the Institute, and 2 regressed to their original answers of "not enough time to do the job" and "selection of media to do the job" as their respective biggest job problems.

Most of the participants originally had the attitude that "changing the image" of vocational and technical education was the biggest problem facing the public information specialist. However, by the end of the Institute, and eight months later, they had broken down this general attitude into more specific problem areas.

Four participants kept the same attitude from the beginning of the Institute through eight months after the Institute about what the biggest job problem was: selling the chief administrator on the need of a public relations program, overcoming the second-class image of vocational education (two had this answer), and not enough time.

The answers to Question 4, "What does the public think about vocational and technical education?", were analyzed to obtain additional indices as to how difficult the participants thought the job of public information specialist was.

Here the attempt was made to assess changes in attitudes by the participants as to their feelings on what the public thought about vocational and technical education.

This was done by noting whether the participants thought the public had a favorable attitude toward the field, an unfavorable attitude, or whether they thought the attitude of the public toward the field was improving. These answers provided clues as to the attitudes of the participants toward how difficult a job of public information was facing them.

At the beginning of the Institute, 6 of the 42 participants thought the public had a favorable attitude toward the field, 20 or 48 percent an unfavorable attitude, 6 that the public attitude toward the field was improving, and 10 didn't know what the public's attitude was.

By the end of the Institute, 4 thought the public attitude was favorable, 25 or 60 percent unfavorable, 5 improving, and 8 said they didn't know. Here we see indications that the participants realized that because of an unfavorable public attitude toward vocational education they would face a tougher information job than they thought they would when they came to the Institute.

Eight months later, this opinion about the public's unfavorable attitude toward vocational and technical education, and thus their own attitudes toward the difficulty of the public information job, continued to grow. Of the 35 participants taking the test for the third time, 22 felt the public attitude toward the field was unfavorable, 3 that it was favorable, 6 improving, and 4 didn't know.

An analysis of the content of the participants' attitudes toward what they thought about the public's attitude toward the field showed that the main attitude they attributed to the public was that of a "negative image"--specifically, that the public considered vocational and technical education as trade-school education, second-class education, and participated in by second-class students.

This emphasis on the "negative attitude" toward the field by the public both projects and reflects the attitudes of the participants themselves, as shown in their answers to Question 3 on what they thought was the biggest problem in being a public information specialist.

It was interesting to note that 16 or 46 percent of the participants had no changes in their attitudes toward what they felt the public thought about vocational and technical education--from the time they came to the Institute through eight months later. Ten of the 16 considered the public attitude unfavorable and 3 didn't know what the public attitude was.

Also, 5 participants both at the beginning and at the end of the Institute thought the attitude of the public toward the field was either favorable or improving, but eight months later felt the public attitude was unfavorable.

Thus indications are that, both as a result of attending the Institute and of job experience since the Institute, the participants increasingly realized that the job of public information for vocational and technical education was a harder one than they at first thought.

The answers to Question 5, "About what areas of vocational and technical education does the public have the greatest misconceptions?", were analyzed to "spell out" specific job difficulties the participants felt they would face, thus providing further indications of job difficulty in the minds of the participants.

Here the attempt was made to measure changes in attitudes by the participants on what misconceptions the public has about vocational and technical education.

This was done by noting if the participants identified more or fewer public misconceptions about the field at the end of the Institute than they did at the beginning, and if they identified still more or fewer public misconceptions eight months after the Institute. An increase or decrease in public misconceptions identified would indicate whether the participants felt the public information job would be more difficult or less difficult than they formerly thought.

At the end of the Institute, 25 or 71 percent of the 35 participants who took the test three times identified more public misconceptions about the field than they did at the beginning, and 10 identified the same.

Eight months later, 19 or 54 percent of these participants added still more public misconceptions, indicating perhaps a growing knowledge of the difficulty and complexity of the public information job. However, 15 or 43 percent identified the same misconceptions they felt the public had as they did at the end of the Institute, and 1 participant had regressed in his attitude.

Again, the public misconceptions noted in the answers to Question 5 "spelled out" the "negative image" attitudes noted in the answers to Questions 3 and 4.

In answers to Question 5 about public misconceptions, the same specific images of vocational and technical education's being a trade-school education, a second-class education, and participated in by second-class students, were repeated often. However, two new misconceptions were introduced by a significant number of the participants: that vocation and technical education consisted of dead-end job training, and that it trained people to work with their hands instead of with their brains.

Four participants identified the same public misconception consistently the three times the test was given: this type of education is for students who can't make it in college, vocational education is terminal education, a poor quality of student is involved in the program, and this type of education is at the high school level only.

Questions 6 and 7 were designed to ascertain the attitudes of the participants toward their ability to do the public information job.

Question 6, "Do you feel well equipped to do your job as an information specialist?", was a general-type question to assess the general attitudes of the participants toward whether they could do the job.

The answers were analyzed to measure changes in attitudes toward their abilities to do the job, specifically as to whether confidence in their ability to do the job increased or decreased by the end of the Institute, and between the time they left the Institute and had worked in their jobs about eight months.

At the beginning of the Institute, 9 or the 42 participants (21 percent) said they felt they were equipped to do the job and 33 said they were not.

However, by the end of the Institute, 10 said they felt they were well equipped to do the job, and 25 said they were better equipped to do it than they were before the Institute (including 4 who said they were "much better" equipped). Only 7 said they were not equipped to do the job at all.

Eight months later, 14 or 40 percent of the 36 participants who took the test three times said they were well-equipped to do the job, compared with only 21 percent at the end of the Institute.

This indicates significant growth in the jobs by some of the participants, based presumably on what they learned at the Institute. Also, 7 of the participants said they were better equipped (including 2 "much better") for the job than they had been at the end of the Institute, 7 that they were about as well equipped as they had been at the end of the Institute, and 7 said they were not equipped to do the job at all (the same number as at the end of the Institute).

Most of the participants attributed their improvement in the ability to do the job to what they learned at the Institute. However, several changed their minds about their abilities. At first they thought they were equipped to do the job and later decided they were not.

Six participants were consistent in their attitudes toward their ability to do the job: 4 said "Yes" on all three tests, 2 said "No."

Question 7, "What qualifications are required for a person to be an information specialist in vocational and technical education?", was a specific-type question to assess the specific attitudes of the participants toward what was needed in the way of special qualifications for the job.

Indirectly, also, the answers would indicate a growing or decreasing awareness of job difficulty on the part of the participants, depending on whether more or fewer qualifications needed were identified in the test progressions.

The answers were analyzed to measure changes in attitudes toward the need of special qualifications for the job of public information specialist. This was done by noting if the participants identified more or fewer qualifications at the end of the Institute than at the beginning, and more or fewer qualifications eight months later than at the end of the Institute. An increase or decrease in the number of qualifications listed would indicate whether the participants felt the job was more or less complex than they formerly thought, and consequently whether they felt they were less or more qualified to fill the job than they formerly thought they were.

At the end of the Institute, 30 or 86 percent of the 35 participants taking the test three times identified more qualifications needed than they thought were needed at the beginning of the Institute. This increase in identification also indicates learning at the Institute about what it takes to do the job of public information.

The remaining 5 participants identified the same qualifications needed as they had at the beginning of the Institute.

Eight months later, 23 or 66 percent of these participants identified even more qualifications needed than they had at the end of the Institute, indicating that they had learned more about the job and about its complexity and difficulty in the intervening period. Identifying the same number of qualifications needed as they had at the end of the Institute were 11 participants, and 1 regressed to fewer identifications than noted eight months earlier.

Interesting to note was the fact that as the participants progressed in taking the same test, their answers as to qualifications needed tended to increase from general qualifications such as the ability to communicate to more specific qualifications such as a knowledge of graphic arts. This indicates learning of theory and techniques at the Institute.

Also, the qualification of motivation to do the job showed up among a number of the answers in the test at the end of the Institute, whereas this answer was not given by any participant the first time the test was given. Motivation to do the job was stressed at the Institute.

Overall, the needed qualifications most identified in the answers were a knowledge of the field, the ability to communicate, and a knowledge of the media to use for the communication. These answers indicate an excellent overall grasp of the job of the public information specialist, regardless of what field he is in.

Interestingly and significantly, the qualification of knowledge of the media showed up in the answers most often at the end of the Institute and eight months later, indicating both learning at the Institute and growth on the job afterward.

Questions 8 and 9 were designed to ascertain the attitudes of the participants toward the importance of the job of public information in vocational and technical education.

The answers to Question 8, "To what extent are public information jobs for vocational and technical education important?", were analyzed to measure changes in attitude by the participants toward the importance of the job, and to assess any differences in the intensity of these attitude changes.

At the beginning of the Institute, 21 of the 42 participants felt the job was important, 15 very important, and 6 fairly important. At the end of the Institute, 19 of the participants felt the job was important and 23 very important.

This indicates a significant change in intensity of attitude. It can be logically attributed to learning during the Institute.

Eight months later, 13 of the 35 participants taking the test the third time felt the job was important, 22 very important, thus reflecting no significant change in attitude intensity of importance after the Institute.

One participant started out with an attitude of "fairly important," progressed to "important" by the end of the Institute, and wound up with "very important" eight months later, dramatically showing a growing awareness of the importance of the job.

Question 9, "What should be the role of a public information specialist in regard to policy-making and decision-making?", was included to get specific rather than general indications on how important the participants thought the job of public information was.

If they thought the role in policy-making and decision-making should be a major one, then one could assume this indicated an attitude that the job of public information was an important one in the field of vocational and technical education. Conversely, if they thought the role should be a minor one, then one could assume this indicated an attitude of less importance toward the public information job.

The answers were analyzed to measure changes in attitude by the participants toward the importance of the public information job, as well as to assess the intensity of these attitude changes toward the importance of the job.

At the beginning of the Institute, 23 of the 42 participants said the public information specialist should play no direct role in making policies or decisions. However, as was true for subsequent answers of "None" by the participants, most of the participants said the public information specialist should be informed about the policies and decisions so he could interpret them properly to the publics, that he should provide information and advice to help in policy-making and decision-making, and that he should be consulted on policies and decisions.

Therefore, it would seem that the question was not worded properly on the test, because most of the time the answer "None" was a provisional one and really didn't mean "None" on the part of most participants.

A total of 15 other participants at the start of the Institute said the public information specialist should help "Some" in making policies and decisions. This represents a stronger attitude toward the importance of the job than did the answers of those stating "None."

One of the participants felt the specialist should help "Much" in decisions and policies, and 1 said he should be in on all decisions. Two said they didn't know what role the public information specialist should play in policy-making and decision-making.

At the end of the Institute, 19 answered "None" (with qualifications as stated above) to the question of participation of information specialist in making decisions and policies, 18 felt he should help "Some," 3 that he should help "Much," and 2 that he should be involved in all decisions.

These answers indicate a slight but perceptible change in overall attitude by the participants both as to a sense of greater importance of the job of public information and the intensity of this importance.

Eight months later, 16 of the 35 participants taking the test three times still answered "None" (with qualifications stated above) to whether public information specialists should help make decisions and policies, 13 felt they should help "Some," 3 that they should help "Much," and 3 that they should be involved in all decisions. These answers indicate still further changes in the attitudes of the participants, toward a feeling of greater importance of the job and a greater intensity of importance.

Question 10 was designed simply to ascertain the attitudes of the participants towards whether they liked or would like the job of public information specialist in vocational and technical education, and how much.

Answers to the question, "How do you feel about working as a public information specialist in vocational and technical education?", were analyzed to measure changes in the attitudes of the participants towards working in the job and changes in the intensity of the degree of liking or disliking to work in the job.

At the beginning of the Institute, 10 of the 42 participants said they liked the idea of working in the job.

However, 18 of the participants gave noncommittal answers that could not be measured as to whether they liked or disliked this type of work. This was the only question on Questionnaire Number 1 which brought forth any noncommittal answers by participants--that is, answers that could not be categorized and measured. These responses indicated that the participants either weren't working in that particular kind of job at the time, or perhaps did not know enough about public information work to decide whether they liked it or not.

By the end of the Institute, 14 participants indicated they liked this type of work, 6 that they liked it very much, and 11 were enthusiastic about the idea of working in public information. At that point 10 gave noncommittal answers, compared with 18 at the start of the Institute. One participant gave no answer.

The responses at the end of the Institute indicated significantly that the participants liked the idea about working in the job more than they did at the beginning, and displayed more enthusiasm over the idea--probably as a result of learning more about the job at the Institute, and because of the motivation given them at the Institute to like the job better and to do a better job of public information.

Eight months later, 11 of the 35 participants taking the test for the third time indicated they liked the idea of working as a public information specialist in vocational and technical education, 10 that they liked it very much, and 6 were enthusiastic about the job.

At that point, only 3 were noncommittal with their attitudes, 1 gave no answer, 3 said they were not in public information work and therefore had no feeling about the job, and 1 participant said he actually disliked the job--that it was "frustrating" to him. This participant answered, "This is something we do when we find time. You tend to be hid within a staff with other assignments."

The slight decline in enthusiasm for the job indicated by the answers of some of the participants eight months after the Institute can be attributed, judging from their answers, in part to the fact that they were not doing enough work in the public information job to suit them, or that they were not able to do the job in the way they thought it should be done--because of lack of time, funds, staff, etc.

The Knowledge Questionnaire

Questionnaire Number 2 was administered on the same dates and in the same manner as Questionnaire Number 1. Number 2 is a knowledge questionnaire. It sought to ascertain the knowledge of the individual participants about the job of public information in vocational and technical education. The purpose of the test was to determine whether knowledge of the job increased during the Institute, and whether this knowledge increased again after the Institute.

The first administration of Questionnaire Number 2 took place on the opening day of the Institute--July 10, 1967. At the end almost 2 weeks later, it was given again (July 21, 1967). The same test was re-administered in March, 1968.

There are 12 questions and in the course of 3 administrations, more than 1,400 individual responses to questions were obtained. The conclusions offered as a result of the 3 administrations are based on close study of these 1,400 responses.

The method of analysis is as follows:

A study of the responses was made to determine whether the participant showed an increase in knowledge between the first administration of the test at the beginning of the Institute and the second administration at the end. A study of the responses discloses whether a participant showed more knowledge, less knowledge, or the same knowledge in response to each of the 12 questions.

The analysis was extended to the third administration of the test (March, 1968). In that analysis, it was determined whether the participant showed more, less, or the same knowledge when compared to the results of the second administration. In all, 37 of the 42 participants participated in the third administration of Questionnaire Number 2, and of these 37, 35 sent in replies in useable form.

Here is an analysis of the results of the tests for each of the 12 questions. The appropriate question stands at the head of each analysis.

1. What are the means a public information specialist has for communicating with the public?

This question sought to determine the participants' knowledge of the media and other outlets through which they could expect to work. A study of the responses showed that during the Institute, 32 of the 42 participants registered an increase in knowledge of these media and outlets. Nine registered the same knowledge. One retrogressed. A similar analysis of the responses to the third administration of the question (March, 1968) showed that between the end of the Institute in July, 1967 and March, 1968, 30 showed an increase in knowledge of the media and outlets, and 5 registered the same knowledge. There were no retrogressions. (As indicated before, there were 35 useable responses to the third administration.)

2. What are the advantages of a school tour or open house in informing the public about vocational and technical education?

This question sought to determine the degree to which the participants were aware of the uses of the guided tour as a technique for promoting vocational and technical education. A presentation on the correct method of conducting a guided tour (or open house) was a part of the Institute. An analysis of the responses shows that this presentation resulted in an increase in knowledge of the guided tour (or open house) device by 29 of the participants; 13 had the same knowledge at the end of the Institute as they did at the beginning. In the months following the Institute, 30 showed greater comprehension of the guided tour as a technique; 5 showed the same comprehension.

3. How would you inform youths and parents in the lower economic groups about vocational and technical education?

Reaching youths and parents in the lower economic groups was a topic of intense attention during the Institute. The decision to make this subject a major part of the Institute was rewarded by a significant increase in knowledge in the area. The presentations in the field resulted in an increase in knowledge by 35 of the 42 participants during the course of the Institute; 6 showed the same knowledge at the end of the Institute as they had at the beginning, and 1 retrogressed. In the months following the Institute, 28 showed a further increase in knowledge and 7 showed the same knowledge.

4. How does a public information specialist establish good working relations with the news media?

This question deals with the means of developing a proper relationship with media people. During the Institute, 32 participants developed a more knowledgeable approach to this problem, and 10 (most of whom were former members of the press themselves) retained the same knowledge they had at the beginning. In the months following the Institute, 30 showed an increase in knowledge in this field and retained the same knowledge that they had.

5. What newspaper executive usually handles news releases on large newspapers? On small newspapers? On radio and television stations?

This question is narrower in scope than most of the others on this instrument, but was included because of its importance. It is imperative that the public information personnel deal with the correct persons in the media. Great emphasis was put upon this in the instruction in the Institute. An analysis of the responses shows that 38 of the 42 participants registered an increase in knowledge during the Institute, 3 retained the same knowledge, and 1 retrogressed. In the months following the Institute, 33 showed an increase in knowledge in this field and 2 showed the same knowledge.

6. How does a public information specialist handle "bad" news with the news media concerning his school, office, or project?

This question also was included because it is one of the ignored areas in public information. The Institute dealt squarely with the problem of handling "bad" news--proper conduct when things go wrong--and 40 of the 42 participants showed an increase in knowledge during the Institute. Two retained the same knowledge. In the months following the Institute, 32 showed an additional increase in knowledge and 3 retained the same knowledge.

7. What criteria will editors apply in deciding whether to use press releases?

Again, responses indicate that those participants who formerly were in the newspaper business answered this question directly and well in the first administration. Those who had not had media experience were less accurate and complete in their responses. The analysis reveals that during the Institute, 26 of 42 participants increased their knowledge in this field; 15 retained the same knowledge, and 1 retrogressed. In the months following the Institute, 25 showed an increase in knowledge and 10 retained what they already knew.

8. What is the difference between publicity and news?

This is one of two theoretical questions which the participants answered. An analysis discloses that few had devoted themselves to establishing definitions and distinctions in this area. During the course of the Institute, 38 showed an increase in knowledge and 4 retained what they already knew. In the months following the Institute, 34 showed a still further increase in knowledge and 1 participant stayed at the same level.

9. What are specific kinds of news stories that the news media want about vocational and technical education?

This is a direct and practical question, and 39 of the participants showed an increase in knowledge in this area. Two participants stayed at their prior level of knowledge and 1 retrogressed. In the months following the Institute, 26 showed an increase in knowledge and 9 retained the level of knowledge they had at the Institute's end.

10. What techniques do you use to make sure that your writing is easy to read and understand?

The development of clear writing techniques was one of the most important objectives of the Institute and the results are clear cut. Each of the 42 participants showed a clearer conception of lucid writing at the end of the Institute, and each of the 35 who responded in useable form to the third administration showed an increase in knowledge in the months following.

11. When has effective "communication" taken place?

This is the second of the theoretical questions. The results showed that 10 of the 42 participants showed an increase in knowledge in this field during the Institute, while 32 retained their level of prior knowledge. In the months following the Institute, 9 showed an increase in knowledge and 26 retained their prior knowledge.

12. When you don't know much about layout and printing and you need to put out a brochure, what do you do?

This question pertained to an area which, judging from test results, the participants already knew before they arrived at the Institute. Nine showed an increase in knowledge during the Institute, and 33 retained their prior level of knowledge. The results were similar for the months following. Nine showed an increase and 26 stayed at the prior level.

The Job Description Questionnaire

New programs, projects, and contacts emerged as evidenced by job description questionnaires and letters received from participants eight months after the Institute ended.

Although only 5 persons changed job titles, a majority of the Institute participants either were given additional duties in public information or undertook public information projects as a result of the Institute. Two states that sent representatives to the Institute appointed public information persons to their staffs following the Institute.

Job changes are as follows:

One participant was appointed dissemination specialist for a Research Coordinating Unit. Previously he was with another state department of education as assistant director of a research coordinating unit. In his new position, he is designing and planning a public information program for the vocational division of the education department.

Another was appointed director of the Research Coordination Unit, Information and Curriculum, for a department of education. Previously she was a state under-director of home economics education.

In her new job she has established and maintains an information center for collection, storage and dissemination of literature and information related to vocational and technical education; she coordinates the public information program for vocational and technical education; she has developed inservice training on research, public information, and curriculum development; she contributes to effective information exchange on an inter-institutional and inter-regional basis.

A third participant who changed jobs has been named coordinator of public information after being publications supervisor. He is responsible for the public information program of a community college. Part of the institution's curriculum is devoted to vocational and technical education. He prepares community services programs, manages a speaker's bureau, arranges tours, provides filmstrips and slides, and serves as a communications consultant for administrators, faculty members and student organizations.

Another has been named associate state supervisor of introduction to vocations. He had been assistant state supervisor. He coordinates public information methods useful for school personnel in their orientation of prospective vocational education students. He also outlines, suggests, and initiates means by which vocational education teachers can build public relations about their program as well as all vocational education in high school, post high school, and college.

One participant now teaches prospective vocational and technical education teachers methods of communication. He was previously a marketing coordinator. He said, "I find it a necessary part of their (the teachers) training to point out the need for favorable news and publicity in our field." In addition to teaching, he prepares departmental brochures and releases. Since joining the staff following the summer Institute, he has prepared an all-departmental brochure, a graduate poster, and an office education and distributive education brochure.

Assigned duties and public information projects fall into many categories as outlined below.

Before the Institute one participant stated that a major portion of his time was occupied in administration. Now he is involved in preparing press releases, developing brochures and bulletins, and writing feature stories. He has planned a career conference involving parents, students, and prominent members of business, industry, retailing, service and health careers organizations. He is working on a program for involving the community in the school by proposing a community council which would work with parents, teachers, and administrative persons in his school district. He is director of extended education programs for a school district.

One county school district has implemented a new public information program. The program has been directed to all administrators and supervisors in the division. During the first three months of the new program, newspaper coverage increased with over 2,000 inches in dailies and approximately 500 inches in weeklies.

The participant (a survey specialist) representing this school district said, "Information presented at the Georgia State Institute has been the basis of our foundation and has been most helpful."

Seventy outdoor posters on vocational education in public schools have been placed throughout one state and the participant (director of public information) said of this effort, "The result of this project can be largely contributed to workshop sessions held at the Institute."

Other changes in this state have included more work with radio and television.

Another participant, president of his state vocational education association, has appointed two Institute participants from his state as co-chairman of a public information committee. The co-chairman along with the president presented a public information program at a vocational education conference in their state.

The president is currently planning an annual vocational, technical and adult educators conference which will be sponsored jointly with the state department of education, division of vocational, technical and adult education. An estimated 3,000 persons are expected to attend. He is also planning a program on public information to be presented at the American Vocational Association Convention.

A series of articles on vocational education has been written by one participant and have appeared in daily newspapers. This participant said, "I feel in every way up to my job of writing about vocational education and of education in general following my two weeks in the Institute. I know others around the country feel this effect on their work, too."

Writing has been a big part of the activities of participants since the Institute. One person has authored a book on occupational education in junior colleges and an article on vocational education in Mexico. "Participation in the Institute at Georgia State College has been most valuable in my job," he commented.

Several new duties are part of another participant's job. He developed data packages upon request of the assistant commissioner for vocational education. These packages go to the legislature, governor, or private research corporations upon request.

He has encouraged clipping of newspaper articles by teachers and staff members for display on bulletin boards. He has encouraged inputs for a weekly news sheet.

Institute discussions on conducting a tour, working with newspapers, and preparing effective brochures were beneficial to one participant. A new technical center was opened in September after the Institute and the director of the center says the story of vocational-technical education is told to students and parents partly through school tours. He says that there is a standing invitation to parents and lay groups "to visit and/or meet in our building."

The director says that "we have had tremendous coverage by local and area newspapers. We have had thousands of visitors, and have hosted dozens of meetings. News releases, news letters and brochures have been a large part of our publicity program."

New duties assigned to another participant include the coordination of press conferences, assistant editorship of a vocational journal, editorship of a magazine published by his Research Coordinating Unit and writer of all articles for the publication. He has also been involved with some workshop and conference planning.

Another participant had no specific duties in Public Information at the time of the Institute. He as yet has no specific duties but has started preparing news releases and brochures. He has interested the director of vocational education in having a panel on public information with members from news media at a tri-state conference of state vocational staffs (in conjunction with the American Vocational Association).

Planning tours and open houses and giving talks to civic groups are new duties of another participant. He has also been in on decision-making as to new programs.

One public information officer is in the midst of surveying all teachers in vocational education in his state about their problems and what public information officers can do to help. He said that the benefits of the Institute were at least two-fold. "In addition to the actual work sessions, the enthusiasm of the other participants was contagious and surely everyone left determined to do a better job. Many of the other participants have sent publications or letters since the Institute and this too is valuable in keeping our enthusiasm alive."

One program specialist who had just started her job when she attended the Institute has been assigned editing responsibilities and preparation of brochures. She plans to prepare a catalog of course offerings and general information.

An assistant state director of a state department of vocational education has sent several brochures, booklets, and other public information efforts which followed the Institute. These include an outline of a public information specialist's responsibilities, proposed public information committee responsibilities, a public information 6 months program of activities, a chart designed for vocational education teachers entitled "Challenge your Public Information Image." A drive to secure success stories from vocational education students has been launched.

Correspondence from one supervisor of vocational curriculum development indicated that she is placing more emphasis on keeping the staff aware of the importance of public information and soliciting their assistance. She makes talks to school, civic, and business groups. She said, "The Institute was highly valuable to me. Although every session could not reach each of us, I am still amazed at the wealth of information I gained."

A conclusion can be drawn from the responses to the job description questionnaires.

A majority of Institute participants has become more aware as a result of the Institute that before the vocational education image can be changed, there must be an education of publics including teachers, parents, students, and administration.

A Tabular Evaluation

At the conclusion of the Institute, participants were asked to evaluate the effectiveness of the Institute. An instrument containing 30 questions was devised for this purpose. Anonymity of the respondents was preserved for maximum candor.

The following capitulation presents the results.

RESEARCH EVALUATION QUESTIONNAIRE

1967 Vocational and Technical Education Public Information Institute

Georgia State College, Atlanta, Georgia

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
In regard to this Institute I feel that:					
1. The purposes of this program were clear to me.	22	18	1	1	
2. The objectives of this program were realistic.	18	22	1	1	
3. Specific purposes made it easy to work efficiently.	11	22	8	1	
4. The participants accepted the purposes of this Institute.	15	21	6		
5. The objectives were the same as my objectives.	7	25	8	2	

RESEARCH EVALUATION QUESTIONNAIRE

Statements	Strongly Agree	Agree	Unde-cided	Dis-agree	Strongly Disagree
6. I didn't learn anything new.				8	34
7. The material presented was valuable to me.	28	14			
8. I could have learned as much by reading a book.			1	18	23
9. Possible solutions to my problems were considered.	11	28	1	2	
10. The information presented was too elementary.		1	2	21	18
11. The speakers knew their subjects.	16	24	2		
12. The discussion leaders were well prepared.	14	21	5	2	
13. I was stimulated to think about the topics presented.	23	15	4		

RESEARCH EVALUATION QUESTIONNAIRE

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. Newacquaintances were made which will help in my future work.	21	18	2	1	
15. We worked together as a group.	15	22	4		1
16. We related theory to practice.	8	27	4	1	2
17. The sessions followed a logical pattern.	6	24	5	6	1
18. The schedule was too fixed.	3	4	10	20	5
19. The group discussions were excellent.	7	21	9	2	3
20. There was time for informal conversation.	7	28	4	2	1
21. I had an opportunity to express my ideas.	15	25	1	1	

RESEARCH EVALUATION QUESTIONNAIRE

Statements	Strongly Agree	Agree	Unde-cided	Dis-agree	Strongly Disagree
22. I felt a part of this Institute.	24	17	1		
23. My time was well spent.	22	18	2		
24. The program met my expectations.	17	21	2	2	
25. I have the know-how for future action.	10	29	2		
26. Too much time was devoted to trivial matters.	1	1	3	29	8
27. The information presented was too advanced.	1		1	24	16
28. The content presented was applicable to public information work in vocational and technical education.	19	19	3	1	

SUMMARY

As the body of this report has indicated, the hypothesis tested by the Institute was this: Do Institutes of this kind result in an improved actual performance of those who attend them?

The methods used are described in the preceding section, and the conclusion must be drawn that the attendants changed their attitudes favorably, learned new information and had new insights, and in some cases had their actual duties changed as a result of the Institute.

A recommendation growing out of this study would be that such Institutes are valuable in a practical way. Particularly in the field of vocational and technical education where the need is great, they should be repeated.

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Two textbooks were assigned.

Flesch, Rudolf, The Art of Readable Writing. New York: Harper & Brothers Publishers. 1949.

Schwartz, David J., Jr., The Magic of Thinking Big. Englewood Cliffs, N. J.: Prentice-Hall. 1959.

Three films also were used.

"Why Vocational Education." Alaska Pictures Co., Mrs. Mildred Matthews, production manager.

"The Empty Lot." (Contact Miss Mary Allen, American Vocational Assn., Washington, D. C.)

"Where The Action Is." Moynihan Associates, 840 North Third Street, Milwaukee, Wisconsin 53203.

One brochure was used.

"Your Public Relations." Contact the American Vocational Assn., Washington, D. C.

APPENDIX A

A Roster Of Participants In The Institute.

NAME AND TITLE	ORGANIZATION AND ADDRESS
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APPENDIX B

"How To Do It" And Other Insights

CLEAR WRITING

In the 1940's, students of writing began to get some definite proof that clear writing is subject to analysis. Scholars can now tell *why* some writing is easy to understand and why some is *not*. They can say *why* some writing is muddy and some is clear.

Two students of clear writing--Dr. Dozier C. Cade and Mr. Harold Davis--made separate presentations to the seminar on the subject.

Mr. Davis's talk was devoted solely to *one* principle of clear writing--short sentences.

Using a sequence of four exercises obtained through the American Press Institute at Columbia University, Mr. Davis showed that research has demonstrated that people who write in short sentences tend to write clear copy. The copy is clear because each sentence tends to contain a single idea. People who write in long sentences tend to write muddy copy. The longer the sentence, the less clear is the writing as a general rule.

Mr. Davis emphasized that the short-sentence rule does not apply to geniuses like Shakespeare or Churchill, although some of Churchill's important work is done in short sentences. However, the rule assists persons of ordinary talent.

Mr. Davis referred the members of the Institute to a book by Dr. Rudolf Flesch, the Austrian philologist, who in the late 1940's published a study of clear writing. The Flesch book is available in paperback. (It was assigned as a text.) Its title is *The Art of Readable Writing*. If it should not be available, a second Flesch book entitled *The Art of Plain Talk* is almost as good. Both examine the several principles of clear writing which have been identified to date--of which the short-sentence rule is but one.

Dr. Cade cited the "4S Formula" and the "ABCs of Effective Writing": Shortness, Simplicity, Strength, Sincerity and Accuracy, Brevity, Clarity.

SHORTNESS--People don't have time to read long, involved messages, and to try to figure out what another person's communication means. The more a communication contains, the more chances there are for misunderstanding. What can be misunderstood will be misunderstood. Shortness can be achieved by using the shortest word when a choice is presented, by changing phrases and clauses to single words, by eliminating or shortening roundabout expressions, by cutting out unnecessary words, and by doing away with unnecessary and irrelevant information in the message.

SIMPLICITY--The cardinal rule in communicative writing is to prefer the simple to the complex. The purpose of the message should be kept in mind at all times, and the writing should be confined only to the subject, relevant material and objective of the message. Technical terms and professional jargon should not be used when communicating to persons outside the organization, unless such terms and jargon are explained.

STRENGTH--Strong writing is largely a matter of "natural" writing--that is, writing as you talk. The natural order of words when talking, and therefore when writing naturally, is subject-verb-object. This eliminates, or largely reduces, the use of the passive voice, which is unnatural and forceless. The use of specific, concrete language is a premier strength factor in communicative writing. A writer gains strength in communication by being candid, although not by being brutally frank. However, he should say what he means.

SINCERITY--The tone of writing is important in communication. A writer should not be arrogant, demanding, contemptuous, contentious, pompous, or otherwise unfriendly. Nor should he be servile, condescending, fawning or too gushy in tone. His sincerity will be evident if he writes as if he were talking to a friend--if he follows the "golden rule" of writing: "Write to others as you would like to be written to."

ACCURACY--Too many persons know how to write simply and clearly, but don't do their research or home work carefully before writing. No matter how simple or clear your writing is, if it's not accurate it's no good and serves no purpose but ill. You should ask yourself constantly while writing, "Do I know what I'm writing about?", and "How do I know what I'm writing about is accurate?" A good rule insofar as accuracy is concerned is: "When in doubt, leave it out."

BREVITY and CLARITY--These twin sisters of communicative writing are achieved through the use of short words, short sentences, short paragraphs and short messages. Brevity tends to result in clarity--though not always, if the communication doesn't answer all the questions pertinent to the subject or in the minds of the reader. If a person writes as he talks, he tends to write in simple, clear language--because that's the language he uses when he's talking with someone. The writer should constantly ask himself while he's writing, "What do I mean by this? Is what I'm saying clear to me?" If you don't know what you mean, certainly the reader won't know either. Again, a good rule insofar as clarity is concerned is: "When in doubt, leave it out." Or struggle with it until you do know exactly what you are saying.

EFFECTIVE ORAL COMMUNICATION

The ability to speak well in public is a tool which makes success easier in almost any field. Mrs. Hilda G. Dyches, assistant professor of speech and drama, said that the techniques of effective public speaking can be learned.

Mrs. Dyches demonstrated correct methods of standing and sitting for men and women, effective means of voice control, and the correct way of holding papers and reports while talking. She suggested that any standard textbook in speech will give the fundamentals for preparing and delivering a talk.

Pertaining to content of speeches, however, an important point should be considered.

People are not interested in hearing somebody get up and discuss abstract ideas and concepts. A person, for example, who gets up and talks at length about the theories that lie behind vocational and technical education will soon lose his audience unless the audience happens to be one especially interested in theory.

The way to make an effective speech about vocational and technical education is to avoid talking about the abstract. Instead, talk about the specific and personalize it. Talk about people and how they have been helped by vocational and technical education. Talk about real people. Tell their stories with truth and be sure to pick instances which have integrity and which preferably have a touch of wit to them.

The careful selection of several true instances, each of which illustrates a point the speaker wishes to make, will provide the content for a talk which will hold the interest of an audience. Tell several of these stories, connect them with meaningful material which you cannot get into story form, and when you have told your examples with the connective material, sit down. You may be surprised to notice that people have really listened to you, and that you have communicated.

WORKING WITH NEWS MEDIA

Practical aspects of working with daily and weekly newspapers are explained in a talk by Mr. Harold Davis which is printed in Appendix C in this report. Mr. Davis made this presentation to members of the Institute.

Keys to working effectively with radio and television are:

1. Get to know individual persons at the radio and television stations who can help you. This will pave the way for good relations. Press people are no different from anyone else. They prefer to work with friends and acquaintances in whom they have confidence.

2. Mail news releases to the correct person at the stations. Do not mail them everything you prepare. Radio and TV are simply not interested in certain materials which newspapers will print. Do not flood them with paper.

3. Invite radio and television to cover important events which your institution is sponsoring. In time, your radio friends may invite you to call on the telephone and make a report for use on the air, which they will record.

4. Remember that radio and television workers are people with their own needs and requirements. They will help you more if you attempt to understand what their needs are.

CONDUCTING A TOUR

Tours are an effective way of developing interest in schools of vocational and technical education, but they must be well-planned and well-conducted to be effective. A badly done tour is worse than none.

Jarrot Lindsey, Jr., an expert on conducting tours for the Georgia Department of Education in Atlanta, said planning is the key to successful tour conducting.

One person should be designated to be in overall charge. He in turn should appoint several chairmen to organize and to run the several facets of the tour. There should be:

1. A publicity chairman. He should, in consultation with the overall director, be in charge of invitations. A tour may be a simple open-house in which the public is invited to come and see the plant. In this case, there should be newspaper publicity through the staff and students of the facility to be toured. Or, the tour may be more restricted. It may be an invitation-only affair. In any event, the publicity chairman, who in a sense is also the invitation chairman, should handle the details of seeing that correct invitations are extended.

2. A reception chairman. This chairman should see that the guests are properly greeted and directed as they arrive for the tour, and that they register.

3. A guide chairman. This person should be sure that attractive and intelligent guides are selected to conduct the guests through the stops on the tour.

4. A program chairman. This individual should see that at each stop on the tour, there is a person stationed to give a brief presentation on what is located at that particular stop. This is better than having the guides do the talking because it exposes the people on the tour to several different voices and personalities rather than just one. There should be a prepared script for use by the speaker at each stop to assure that key points are covered.

5. A display chairman. If there are to be visual displays at any of the stops on the tour, one person should be in charge of supervising the making of all of them. This will assure a congeniality of style.

6. An entertainment chairman. This person should organize an entertainment (a punch bowl, coffee urn, cookies, cakes, etc.) at the end of the tour. It is considered advisable by many that the head of the institution being toured should be at the end of the tour rather than at the beginning. At the end, he can hear comments of the guests, and the comments may be meaningful to him and the institution. However, the head of the institution also may be effectively used as the greeter at the head of the tour if desired.

7. A clean-up chairman. A person should be in charge of removing all display material, clearing the entertainment area, and restoring the institution to normal operating conditions after the guests depart.

The tour on no account should be permitted to last more than two hours.

A follow-up is desirable. The registration book should be gone over and a letter should be sent to each person who came, thanking him for coming. A letter should be sent to those invited who did not come expressing the hope that they will come at a future time.

PREPARING EFFECTIVE BROCHURES

Decide on what you are trying to say before you try to put it in print, advises John McKenzie, vice president of a large printing company and a widely recognized expert on designing informational-type brochures.

What you send out in print is your representative, he says. People often get their impression of your organization through such material.

The purpose of layout is to develop a logical pattern for eye traffic--to arrange elements of the design (words, illustrations) in a logical manner. Know what you want to print, what you have in mind, before you consult with an art designer.

Here are some basic tips Mr. McKenzie suggests for attractive, effective brochures:

1. Be sure you have a readable type face for the text of the brochure.

2. Regardless of type size, the optimum count for a line of type is 40 characters.

3. Don't run more than 7 or 8 lines in italics, because italics are not as readable as regular type.

4. Don't run more than 7 or 8 lines in boldface, because this would contrast too much with pictures used.

5. Don't design one page without the opposite page in mind.

6. The "horizon line" should be off-center on the two pages. The "gaze motion" of the picture should be directed toward the text material.

7. The more elements in page design you can get to line up horizontally and vertically, the better job of layout you have done.

8. A uniform interval between pictures achieves unity (oneness) in the design.

9. Fewer pictures and larger pictures would improve most layouts.

10. All display is no display.

11. Tell the story simply and directly.

12. Don't use too many pictures. Use only meaningful pictures contributing to the purpose or objective of your brochure. You need to edit pictures as well as copy.

13. Edit your copy carefully before it is set in type. It costs you money to make changes in copy once it has been set. It costs less to make changes in the galley proof than after the page has been made up.

14. In cropping pictures, get the horizon of the picture established in a horizontal plane. Avoid cutting off feet, hands, heads or parts of heads, etc. Use a red grease pencil for cropping.

15. Effective use of color enhances a brochure--including colored paper stock. Color should be used to complement the printed page, not to "scream at" the pictures and text. Color can create the mood you want the brochure to portray, but it can't convey the message.

16. The simpler the design, the better.

COMMUNICATION

Clear communication is the key to a good public relations program in vocational and technical education, two educational experts in the field of communication told the Institute participants.

Dr. David Manning White, chairman of the Division of Journalism in the School of Public Communication at Boston University, and Dr. Dozier C. Cade, head of the Department of Journalism at Georgia State College, stressed these points:

A person must have empathy with his audience in order to communicate successfully. If you can't express your thoughts to other people, you can't do your job--no matter how proficient otherwise you may be.

The image you have of yourself is the start of the communication process. You must think well of yourself and of your knowledge and abilities in order to communicate effectively.

The sender of a communication--written or oral--is always encoding, decoding and assigning meaning to his words. The receiver is constantly decoding, encoding and also assigning meaning. Unless the meaning assigned by both is the same, there is no communication--or at best faulty communication.

Everything you do during the day is communicating to yourself or to someone else--either verbally or non-verbally. Much communication is done non-verbally: by looks or gestures.

Communication takes place within a social structure. It involves selective perception on the part of both sender and receiver. People communicate and interpret communication in terms of their own experience, biases, prejudices, and frames of reference. They "put into" and "read into" messages the thoughts or ideas most meaningful or satisfying to them, and ignore things they don't understand or agree with. Therefore, a communicator must know the receiver--the audience--before he can frame a message which will be understood as he means it to be understood.

Communication is at its best and most effective when there is partnership between the sender and the receiver of the message--when there is a "meeting of the minds" between the two.

The words used in the communication are abstractions of reality--that is, they are symbols of, stand for, and are drawn from real things in our environment. Unless the object for which the word stands can be seen or pictured as the same in the "mind's eye" of both the sender and the receiver, the communication fails entirely or is faulty or incomplete at best.

Therefore, in order for effective communication to take place, the communicator must use words which are as concrete and as specific as possible--as near to reality as possible--so that both sender and receiver will agree on the meaning of the words.

Dr. E. T. Eggers, management professor at Georgia State College, also touched on communication during his motivational talk. He stressed that "the greatest flaw in communication is the illusion of it. You think you've communicated but you haven't."

People would be able to communicate more effectively if they would write or speak to express, not to impress, he said. "Keep it simple," he urged.

MOTIVATION

One of the announced purposes of the Institute was to show the participants that they CAN do their jobs. An assigned textbook of the Institute was The Magic Of Thinking Big by Dr. David J. Schwartz, one of the faculty members of the Institute.

The opening address was by President Noah Langdale, Jr. of Georgia State College, one of the most sought-after motivational speakers in the nation.

Dr. Langdale urged the participants above all to take themselves seriously and to do their jobs with seriousness of purpose.

He gave as an example of the importance of taking work seriously the survival and growth of the state of Israel. The secret of Israeli power, he said, has been that every person in the nation takes both himself and his nation with utmost seriousness. This is perhaps enforced by the necessity occasioned by the existence of hostile neighbors, he said, but the result is there to be seen nevertheless.

Dr. Langdale also urged the participants to do their jobs heroically and not to make excuses, blaming others when things go wrong. A man who can face up to errors has a chance of correcting them, he said. But one who makes excuses, laying the blame upon other persons, cannot do this.

Dr. Langdale also deplored the rise in the use of sarcasm in contemporary America, saying that sarcasm is a sign of decadence. He said that sarcasm comes from a Greek word meaning flesh. The true derivative meaning of the word sarcasm is "to tear the flesh like a dog."

Dr. Langdale said that the avoidance of the use of this device is a sign of a well-balanced person, one who is not using a crutch to compensate for personality dislocations.

Dr. Jack Nix, superintendent of schools for the State of Georgia and formerly director of vocational education for the State, urged on the participants the importance of what they are doing.

Dr. Nix said every phase of education must be equally strong, including vocational and technical education.

He recalled as a boy in North Georgia seeing wagons in which a spoke had been knocked out of a wheel, or a spoke had become weakened. If a wheel continues to run with one weak spoke, the wheel will develop a flat side. The smooth movement of the entire vehicle will be jeopardized. Dr. Nix said that is why all phases of education must be strong.

They mutually support each other and society.

Dr. Nix also cautioned the participants in the Institute not to apologize for the fact that they are public relations persons in the employ of the government.

Public relations serves a useful function, he said. It is one that is of great value to the public.

Therefore, he said, persons involved in the public relations process for governments should not be apologetic for what they do but should dedicate themselves to doing a good job which will be its own justification.

Mr. Jack Billings, public information officer of the bureau of adult and vocational education, Washington, D. C., spoke on the misconceptions that people have of vocational education. Mr. Billings has had experience as a staff member at the United States House of Representative and in the U. S. Department of Health, Education and Welfare.

He said that a good performance by public relations officers for vocational and technical education is important because the fruits of their work are reflected in what important decision makers think about the whole field.

Dr. Michael Mescon, professor of human relations and chairman of the department of management at Georgia State College, said that graduates of vocational and technical education schools have an opportunity which is being rapidly lost elsewhere in American society. It has become the practice, Dr. Mescon said, for people who do like kinds of work to be rewarded in like fashion. Where ditch-diggers are concerned, a man who throws out two shovelfuls of dirt a minute gets the same pay as the man who throws out eight.

Management of companies and industries tend to take the easy way in determining how much to pay people who work for them. It takes a real effort to evaluate a man on his own merits. Therefore, workers now tend to be evaluated by categories, and paid by categories.

Dr. Mescon said that graduates of vocational and technical education schools--being people with highly practical and marketable skills--will be better able than most to insist that they be paid according to their merits.

Dr. E. T. Eggers, professor of management at Georgia State College, said money and material things are not enought to motivate people in the United States, because they have so much already. What will really motivate them, he said, is to get them involved in things.

If a person has the interest, the capacity and the opportunity to do a job, he's usually happy on the job. But he must have all three.

Dr. Eggers cited four stumbling blocks to motivation: the disease of compartmentitis, fear of criticism, concern with self rather than others, and inherent resistance to change.

The three things that people most want from their work, he said, are to be loved, to be important, and to be secure.

DEALING WITH THE DISADVANTAGED

Not enough emphasis has been put on people who won't and can't go to college, said Dr. Robert Garren, head of the department of sociology, Georgia State College. Not much progress has been made on solving problems of poverty. Forty million persons in the United States fall in this category. I don't believe we can remove more than one million a year from the poverty rolls. The culturally deprived are reproducing at a more rapid rate than others. Poverty and disadvantaged are one and the same.

What are some of the things we can do about it?

1. We should start helping the disadvantaged early in life. A child must be reached early--much earlier than we formerly thought.

2. A set of self-values must be inculcated in the child.

3. The child must acquire the same ability for perception that others have.

4. The child must acquire pride and a sense of personal value.

The lower class child speaks and knows a different language from that of others. His speech is simple and limited. He comes from a largely non-verbal home atmosphere. His span of attention is shorter. He has a limited knowledge of the world around him because his language is limited.

We have been training students for jobs that won't last, are obsolete or becoming so. We have been guiding them into jobs that aren't realistic for their skills, capabilities and knowledge.

Here are some of my observations based on working with industries:

1. Some industries won't take anyone without a high school education.

2. Others won't take them if they can't use their skills.

3. Usually industries won't help in spreading information about available jobs.

We have got to change the image of vocational and technical schools. Such schools actually are competing now for the best students, because of the great increase in technology. We need to stress quality in vocational and technical schools as well as in colleges and universities.

The whole field of job training will become more and more important in the future. The world of work and the world of education are coming closer and closer together. Vocational and technical education people should encourage this relationship.

MEMORY AS A PROFESSIONAL TOOL

Don Stewart, lecturer and expert in the development of memory techniques, said that a good memory is not something people are born with. There are three practical techniques a person can master which will enable him to remember people's names, numbers, and long sequences of things and events.

Among memory experts, these techniques are known respectively as the association device, the peg device, and the link system.

Mr. Stewart demonstrated each.

He recommended a book which explains each with simple examples and which can help an interested person develop an excellent memory. The book was written by a nightclub entertainer named Harry Lorayne but Mr. Stewart said the devices used by Mr. Lorayne are standard ones which can be adapted by anyone.

The book is How To Develop A Super-Power Memory by Harry Lorayne. It was published by Frederick Fell, Inc. of New York in 1957. The Library of Congress Catalogue Number is 57-7884.

APPENDIX C -- "Viewpoints," Key Speeches and Papers of the Institute (Edited).

How To Improve The Public Acceptance For Vocational And Technical Education

By Dr. David J. Schwartz

I. Present Image of Vocational-Technical Education

Two words best sum up the present image: "SECOND CLASS." Among the publics important to us--students, prospective students, parents, community leaders, business and professional people, and even educators--vocational-technical education is viewed as "SECOND CLASS."

A. Many high school students look down on, laugh at, make fun of those who would choose vocational-technical training. "He can't get into college so he's headed for trade school," is a jeering remark made countless times every day.

Since all of us--but especially young people--want peer approval, many students best suited for vocational-technical training try pursuing other training elsewhere to their own--and society's detriment.

B. Because the "SECOND CLASS" image persists so widely, high school teachers, counselors, and administrators, as a class, accentuate rather than reduce the bad image. How many times every day does a high school teacher express his disapproval of vocational-technical training by word and action?

C. Since most parents among the broad middle social class are status minded, it is easy to understand the negative pressure from this area. Many parents would be embarrassed or ashamed for their friends to know their child "is not capable of a real education so he's going to vocational school."

D. Many business and professional people who should know better but don't also view vocational-technical training negatively. Some of these people regard the vocational-technical school as advanced kindergarten designed to keep unintelligent and ignorant potentially trouble-makers off the streets until they are old enough to qualify for some other form of government handout.

The image of vocational-technical training is not good. Words and phrases as "blue collar," "slob," "delinquent," "stupid," "non-college material," "mechanic," "flunk out," "anybody can get in," "no admission standards," are deeply entrenched in the public's mind.

II. How Present Image Evolved and Is Kept Alive

If a man looks like, dresses like, talks like, behaves like a bum and if he associates exclusively with other bums, people assume he is a bum.

The past record of vocational-technical training is responsible for the current bad image. It is easy to observe the publicly supported vocational training units in earlier times:

A. Provided inferior training

B. Were poorly equipped

C. Used second rate instructors who set a bad professional as well as spiritual example

D. Were located in third rate buildings and locations

E. Offered only a limited curriculum confined to "how to fix an engine or repair a fender."

III. How Important Is "The Image"?

To understand the importance of the image, one must first understand that "thinking does make it so." If the public thinks vocational-technical training is inferior, it is. This is true because the public ultimately controls every facet of our activity.

Here are some of the positive results that will accrue as the image improves:

A. It will be easier to attract larger public financial support for vocation-technical training.

B. Students who can profit most from vocational-technical training, regardless of their socio-economic background, will enroll.

C. Better teachers and other personnel will be attracted.

D. Employers will tap this source of future manpower more actively.

E. Productivity of individuals--and therefore--the economy will increase.

F. New industry will be more easily attracted to the state and region.

G. More career satisfaction and less career disgust should result.

IV. Can the Image of Vocational-Technical Training Be Modified?

Until recently, image development for all institutions--business organizations, products, services, educational establishments, churches--was untended, undirected, But today it is accepted that an image of an institution, product, service, or individual can be modified deliberately.

Three steps seem necessary to effectuate image development.

First, the desired image must be determined. "What do we want people to think of us?" Ultimately, there must be close agreement among all key people regarding what should be the image.

Second, a comprehensive plan must be developed to project the desired image in a forceful, successful, manner. This means the new image must be "merchandised" skillfully to all people who should be reached. This must take place over an extended period of time.

Third, a means should be created to evaluate image modification as it takes place. Each activity that relates to image development must be subject to continuous analysis to make certain the image is being built properly and successfully.

V. What Is Our Desired Image?

In a nutshell, the recommended image of vocational-technical education is that it is:

"Difficult, rigorous, professional, training available to conscientious, ambitious, intelligent students who are smart enough to work and study hard to prepare for a highly rewarding career in the new scientific and professional age. They will, while in training, enjoy the fun and freedom normally associated with other forms of post high school education."

VI. Guidelines for Projecting New Image

In the paragraphs that follow, suggestions are made for modifying the image of vocational-technical education in these areas:

A. Admission Standards

B. Quality of Students

C. Quality of Instructors

D. Curriculum

E. Facilities

F. Social Life

G. Employment Opportunities

A. "Anyone Can Go to a Vocational-Technical School!"

No! While a majority of the public has adopted this idea, we should stress it is not true. We must stress the following in talking about vocational-technical recruitment.and admission standards.

1. A policy of selective admissions is followed.
2. Not everyone can be admitted.
3. All applicants are scientifically tested to determine qualifications to direct them into appropriate programs.
4. Professional counselors advise students on their curriculum choices.

The Image Objective Is:

Demonstrate to prospective students, high school counselors, parents, and the general public that admission standards for vocational-technical education are professional. They are designed to serve the long-run best interests of students.

How to Sell the New Image

1. Arrange tours of facilities for prospective students and high school counselors.
2. Arrange tours of your facilities for key leaders in your educational, political, and social community.
3. In all contacts, stress the need for early application. Convey the message that the demand for vocational-technical education is great.
4. Stress in all contacts that professional counseling is used to place students in a program suited to their needs, wants, and abilities.

B. Vocational-Technical Education Is Not For "Goof-offs"!

Presently, a major portion of our public views the vocational-technical student as a "goof-off"--a non-serious lazy individual.

The Image Objective Is:

Demonstrate that our students are hard-working, conscientious, intelligent young people. They have a no-nonsense attitude toward their work. Yet, they have as much fun as students engaged in any other form of post secondary education.

How To Sell the New Image:

1. In all brochures and conversation, statistically demonstrate that many of our students have the intellectual capabilities for college enrollment but have wisely chosen to pursue a vocational-technical education.
2. Stress that approximately one-third of all students attending vocational-technical schools are women. Erase the prevalent "mechanic" or "trade school" image we now have.

3. Stress that an overwhelming majority (87%), virtually 9 out of 10 students, are high school graduates.

4. Stress that students who do not maintain a satisfactory standard of performance are dropped from the program.

5. Stress that in factual surveys, 9 out of 10 students are pleased with the training they receive.

6. Stress that only a small minority of students maintain part-time jobs during training due to the rigourous demands imposed by the training programs.

C. Quality of Instructors

Remember, the working experience and professional training of our teachers makes them highly qualified instructors in their chosen fields. They are well-qualified professionals. They should be treated and presented as such.

The image objective is:

Project the image that all staff are competent, well-trained, professional educators. Their high standard of performance and achievement helps build successful young Americans.

Emphasize these points:

1. Remember, instructors are well-trained and experienced. When appropriate, they have advanced collegiate education in their subject area.

2. They are specialists who have often completed extensive industry or military training programs.

3. They are required to engage in a continuing program of higher education completing 5 hours at an accredited college every year. (30 hours every 6 years.)

4. The ratio of students to instructor is 19 to 1. The result--greater personal attention for every enrollee. No students are lost in large lecture and study halls.

5. Develop a program of better dress for instructors. Our body is covered 90% by clothes. Dress like professionals.

6. Stress that instructors demand a high standard of excellence. Automatic passing does not occur.

D. Curriculum is Rigorous, Demanding

The image exists that courses are easy. We must change this attitude. People will be challenged to attend our schools if they perceive our course as difficult--not easy.

The image objective is:

Demonstrate that our curriculum is difficult, tough, and demanding. Also stress that it is tailored to the student's needs, the job market, and the student's interests. Our courses are interesting.

Sell these points:

1. We offer a variety of programs.

2. Our curriculum is up-to-date. It is designed to prepare students to face the complexities of our modern, technological, commercial environment.

3. Emphasize the thoroughness of all our courses. Electronic programs are prime examples.

4. Sell the number of hours needed for study (two for every hour of classroom work). Challenge our public. Let them know our program is not for loafers.

E. Our Facilities Are Modern, Well-equipped, Attractive

Compared to other forms of education, our facilities are usually superior. Show them off--personally and in pictures. Wipe out the second-class image.

The image objective is:

Demonstrate that vocational-technical education takes place in modern and attractive surroundings. Our facilities and the equipment available to our students is first class.

Emphasize these characteristics:

1. In many cases, our ultra-modern facilities are designed for a specific form of instruction.

2. Our capital investment in equipment is unusually high. Quote statistics and investment per student.

3. Our equipment is the same as the student finds in the working world. There will be little adjustment to make on the job.

4. Our equipment is periodically reviewed for safety and appropriateness. We are constantly buying newer and better equipment.

F. Our Schools are Fun!

Erase the image that our schools are dirty. Remember, one-third of our students are girls. We must sell the idea that our schools are fun.

The image objective is:

Demonstrate that going to a vocational-technical school is just as exciting as any other form of post-secondary education.

Stress these ideas:

1. We provide a full program of extra-curricular activities. Point to parties, sports, and other social activities.

2. Show that every student, regardless of his interests, can find a program which interests him. Remember, everyone wants to have fun.

3. Let everyone know that we realize that all work and no play makes for a dull life.

4. Feature any type of co-educational activity. Let's let students know that our schools offer opportunities for romance.

5. The selection of any form of post-secondary educational experience hinges in large part on whether students feel they can have fun. Whether you agree with this or not, sell this idea: "Vocational-Technical Education Is Fun!!!"

G. **Our Graduates Get Good Jobs!**

The large number of our students employed immediately upon graduation is a prime selling point. Develop statistics and ratios and use them whenever possible.

The image objective is:

Demonstrate that vocational-technical education prepares students for gainful employment immediately upon graduation. And, that the vast majority of our students are working and earning good salaries soon after graduation.

Push these points:

1. In many cases, vocational-technical graduates receive starting pay higher than college or university graduates.
2. Vocational-technical training helps the student achieve positions of supervision and management.
3. List the many jobs last year's graduates received.
4. Develop testimonials by students saying how useful and beneficial our education is to them.
5. Push our excellent placement operation in all your personal contacts.
6. Let the public know we participate in career days with prospective employers.

VII. Auxiliary Image Projection Techniques

1. Develop working advisory committees. The advisory committee should be composed of thought-leaders in your area. Make sure they are willing to help people who have a genuine interest in the future of vocational-technical education.

   Industrialists, bankers, newspaper editors, educators, and politicians are some of the groups to tap for committee members. Go first class. Naturally, the higher the quality of advisory leaders, the more successful the committee's programs and projects will be. Select these committee members with care.

It is important that advisory committees function in co-ordination and co-operation with the overall vocational-technical educational program. Keep your committee members interested and active by involving them in specific projects such as career days, job placement, fund raising, publicity, or new program development.

Call upon your advisory committee members frequently.

2. Use press releases. Try to get a feature story on your school in your local paper. Periodically, write releases and send them to your local newspaper. Some topics of interest might be new faculty, new equipment, additional building plans, or just plain facts like enrollment. Nothing is too small. Keep those releases pouring in to the paper.

3. In developing booklets and brochures, pay attention to copy, color, and pictures. Evaluate each of these in light of the new image and see if they measure up. Make corrections and additions where needed. Do a first-class job.

4. Have an open house. Shine up your facility. Invite the entire city to be your guest for a day. Ask the mayor. Ask the President of the Bank. Invite everyone--big or small--to see what we have to offer. Send letters to high schools inviting teachers and students alike. Make sure the radio, TV, and newspaper are notified for advance publicity and coverage. Get people there.

   Programs of this nature will significantly improve our image.

5. People often judge us by what they see or read about us.

   Develop first-class standards of performance for:

   A. Student dress
   B. Telephone manners
   C. Letters
   D. Secretarial dress and practices
   E. Cafeteria decor and appearance. Keep it clean.
   F. Classroom and shop maintenance.

6. Always put your best foot forward. Handle every inquiry as if it were from the President. Put this service-attitude first, and we will be significantly rewarded in the future.

7. Meet with teachers. Let them know about our new image. Involve them in projects. Let them know they are important.

8. Develop a program of "student gossip." This program will work in the following manner. Tell every student to tell every one of his friends possible about how good our vocational-technical school is. Have them ask their friends to write for your catalog, mentioning the student's name who told them about the school.

   Give a prize to the student whose name is mentioned most often.

   Remember, two-thirds of our enrollment heard about vocational-technical education from their friends.

   Get the word spread around about your school. Get your students to "talk-up" the school.

   This word-of-mouth communication can significantly increase public recognition of our facilities and therefore substantially alter and improve our image.

Dealing With Large Daily, Small Daily, and Weekly Newspapers

By Harold E. Davis

Having been city editor of the Atlanta Journal, which means in charge of a news staff of about 25 reporters, I left that to come to Georgia State College to be in charge of public relations. In the first week, I went to a school in Cincinnati for PR officers. There occurred something there which was a caustic and unpleasant experience in a way but one that, I think, says a great deal to all of us.

I want to use this true instance to show you what the problem is in dealing with large daily newspapers and then to try to tell you how to handle it.

The Cincinnati school was going along nicely with groups trying to follow what various speakers had to say. On the last day there was a luncheon speaker who was education editor for The Louisville Courier-Journal. This man was attractive. He obviously was intelligent.

I believe that his speech made the most negative impact of any I ever heard. He came in accompanied by two large cardboard boxes. One box he put down in front of him; the second he put beside him. It was filled with mail.

He said, "I'm a working newspaper man, education editor of The Louisville Courier Journal. You are people who are trying to get news about education into the paper, my paper and other papers like mine all over the country. I want you to go through my mail with me."

He began to pull bundles of letters out of the box on top of the table. The first was a batch of about ten letters. There was a news release inside from a college.

He said, "I received this news release in an envelope correctly addressed to me. I also received this same news release, nine other copies of it, in envelopes addressed to other persons. The man who held the job before me got one. The man who held the job before him got one, and so forth. The city editor got one, the managing editor got one and referred it to me. The editor got one and the editorial associates got one. I received all these copies."

He said, "I'm swamped with mail." He dumped all of these 10 copies into the empty cardboard box in front of the lectern. Then he picked up an enormous packet of mail--it must have weighed a quarter of a pound.

He said, "This is one day's deliveries from the University of Chicago. I have figured it out and I get 4½ pounds of mail from them every two weeks. I don't open any of it." And it all went with a big thud into the cardboard box in front.

Then the speaker got on the home town news releases. "Everybody knows that big metropolitan dailies don't deal with home town news releases." So he dumped about 15 pounds of them over into the cardboard box.

That evening at a banquet after the speaker had departed and gone back to Louisville, the president of the ACPRA, which was the sponsoring organization, said, "We have all heard that the influence of the press is declining. I believe that that speech we heard at lunch today is one reason why this is true."

He shouldn't have said that. He shouldn't have said it because the education editor told the truth. His shortcoming was that he told it in an unacceptable way. The reason I know it was true is because I had left The Atlanta Journal only two weeks before and I had been the recipient of all of this mail myself. The editor of The Journal, Jack Spalding, had given me a little office in the editorial department. Late in the afternoon, I and about three copy boys would get a double armload of mail each. We would go in solemn procession around to this little place and open the mail.

But let me tell you, when you get that much mail you make terrible mistakes. I'm sure I made them, too. Everybody is flooding newspapers with press releases.

Having given you this discouraging bit of news, let me tell you how you can get around it because that is really what you need to know. How do you short-circuit so that your stuff gets used when you send it into the papers?

In the first place, you make sure to send in material for use which is really news. The second thing is, you send it to the right person. You know who the right person is. You know who is handling education news.

But just because you know who the right person is today, don't think you are going to know who the person is tomorrow. You have to stay in touch. Newspapers are like revolving doors; people are sucked in one side and out the other. You have to stay in touch all the time to know who the correct person is.

Another thing: don't mail your releases in. Take it in and give it to him, right into his hands. When you do that you know he is going to look at it. It's going to be pulled out from all of that enormous pile of stuff that is going to be coming to him routinely during the day.

I shudder a little in telling people this because I have a horrible vision of a lot of public relations people converging on the nearest paper in person. But I tell you this without fear because not too many people are going to be able to do it, to hand-deliver. If you are one who can, you will see your results multiplied.

How do you deal with the weekly and small daily press? If you don't you are missing a great bet, and let me tell you why. The press release is still effective as a medium with small weekly suburban and small daily newspapers. But in dealing with these papers, you have to localize your copy.

Let me give you an example. In Atlanta, we have 25 weekly newspapers with a circulation of 230,000. That is enormous. If you didn't try to capitalize on these little papers published in areas of the city for circulation in a defined area, you would be missing a bet.

Let me give you another example, a graduation list of a college. Say we graduated 500 people in June. The way you would handle that would be to get the addresses of each of those persons and to make up a separate story for each paper, giving the names of the persons who graduated living in that paper's circulation area. You would get almost 100% usage of this type of material.

Let's get down to some of the hard questions here. Let me ask you a question. Suppose you have on your board a trustee who is anxious to get something into the press.

You have been designated to get this in. You make the attempt through putting out a press release in what you believe is a correct fashion. You fail. What do you do?

There is no real answer to that question. Sometimes when you have tried and you have failed, you find a practical way to try again. You recouch the news release in a slightly different way and you re-deliver it. Or you tell the editor what your particular problem is and put it on a human, one-to-one basis. Sometimes the copy may simply have gotten lost or crowded out.

But I would emphasize that while saying there is no one right way to do it, that I would make this second attempt only sometimes. Usually it's best to forget it. There is coming another day when you are going to want to deal with these people.

Somebody asked Disraeli, prime minister of Great Britain, how he got along with Queen Victoria, an extremely difficult woman. He said, "I never correct, I never contradict, and I sometimes forget."

He knew the royal psychology well. Nobody likes to be critized. Newspaper people don't like it anymore than anybody else. If you have submitted something and it didn't get used, the usual best thing to do is to let it ride and not push it.

If you've got an irate trustee so that is is a matter of near necessity for you to try again, just tell your editor precisely what your problem is.

Let me ask another question. What do you do about bad news? Everybody who is connected with an institution at some time is going to have bad news at that institution, stuff that you would really prefer to keep out of the paper.

The facts of life are these. The newspaper is going to come running at the first scent of bad news. They are going to print the bad news. The only question at stake is, are they going to print the bad news from the other side or are they going to get part of your side in, too?

When bad news begins to happen, the thing for you to do is to have a clear, accurate, authoritative, statement giving your side of it. Let the paper have both sides because they are going to get the other side without your help.

You're going to have to do a job of salesmanship on your trustees to bring them around to this point of view. Most of them are going to try to keep it out entirely. But except in rare instances you cannot do it. It's going to be in the press. If you don't get your side in, it's going to appear in print without your side.

I have talked to you a great deal about press relations and I hope I have given you two or three things which will be of use to you. One of the difficulties about public relations is that nobody has clearly defined precisely what it is. I believe the best talk that I ever heard made on this subject was by Bob Sommerville, the late president of Atlanta Transit Company. He said he didn't know what public relations is either, but that if he had to define it, he would say that PR stands for People, Really.

Seeing Is Believing,

Selling Through Visual Impact,

By Jarrot Lindsey, Jr.

As a public information specialist, your basic task is to provide information to the public--simply this. However, communication is a two-way street. You cannot just provide a bundle of words, throw it out and hope that your message gets across.

Let's face it. Whether you like the term or not, you are a salesman. If you are merely hanging out the education linen for display without a thought as to whether or not anyone is looking at it, you are missing the whole point of your job. The point is this: you must make every effort to get your story read and understood--to get your message across to the group you are trying to reach--or you have not communicated.

It is obvious that, to appeal to a particular public, you must be thoroughly familiar with it--its needs, its perspectives, its habits, its intelligence level, its background. Large advertising companies employ advertising psychologists--men trained in planning campaigns and in selecting media, who organize the selling effort and shape its course to the reader's mind. From all of this comes the message--to be conveyed through words and visual images.

This is not to say the visualizer is an artist. He may not be able to draw anything. He does not need to. He must be able to think through the idea--and then decide what visually will best convey this idea when coupled with the headline, copy and layout.

You do not have to be a finished artist to be a good visualizer. But you do need to be a draftsman or layout artist to a degree. That is, you must master the art of layout and design well enough to illustrate roughly an idea for your superiors on how a piece should be handled so that they can grasp your meaning.

And most of all, you must be an idea man--not a dreamer, but a man with new ideas who can sell them to those who help you put ideas into practice.

Advertising specialists have the job of "selling" the public on a product, and they use every visual means possible in magazine, newspaper and TV ads to influence you to buy their products.

You, in telling your story (in selling your story), must be mindful of the value of the visual appeal. Half the battle is getting someone interested enough to read what you have written.

There are several theories on communication. John Smith says the only way to communicate with people is to talk loud and long. By sheer volume and repetition, the message will get through. Bill Brown has another idea. He says to just give the receivers the minimum amount of information. What they don't know won't hurt them. Mary Jones has another idea. She says people are influenced more by emotions than by reason. Therefore, you must package the idea so attractively that the receiver of the message is seduced.

I will have to go along with Mary, because my job will be to help you package the idea attractively.

Now you may wonder, as I talk about the visual appeal, or the salesman or the visualizer, just exactly what I am referring to--where you fit into this picture. Maybe what you are doing is writing a few news releases and a few speeches and coming up with a booklet now and then.

If this is all you are doing, you're not doing your complete job--at least as I see it.

Even the mechanics of doing a news release is a real art, and must have an artistic touch to be made saleable.

We are now in the process of taking a look at things in our Department to see what might be done to upgrade the image we would like to convey to the public. Our form letters, travel forms, stationery, envelopes, bulletins, etc.

And what about your publications? Do you pay a lot of money for a lot of nothing? Do your publications really sparkle with know-how? With visual appeal? With an "open me up and look inside" appeal to the reader?

Or are you content to sit back and say, "We don't have a lot of money, so we cannot have quality publications."

You might be surprised at what you can do with the same money you are spending now.

Just selecting the right paper stock for the job goes a long way--a basic understanding of various type faces and specifying the one that conveys the feeling you want to get across--and some knowledge of just how much you can get out of various kinds of printing processes will help.

Seeing a publication "through" is important. You cannot depend on a commercial printer of your own print shop to put quality in the job unless you demand it.

There are some basic rules which you should employ when preparing anything for visual consumption--a poster, display, brochure, etc.

1. Offer a simple idea to be grasped at a glance, not crowded with details.
2. Excite, not necessarily instruct. Have familiarity of symbol, unexpectedness to catch eye, impact to hold attention and leave an impression. Possess lure, originality.
3. Color harmony is important--one predominant with two offsetting colors. Color combined to halt the passerby--showmanship and salesmanship.
4. Know your traffic flow and/or audience.
5. Arouse interest at first glance. Be readable at reasonable distance.

And what about the way you "show" people what you have to offer? How many open houses or tours have you attended and wished you had not gone? How many tours have you walked through and not come out with a single new thought? How many tours have you conducted which fell flat and did more harm to your public image than keeping the school doors closed?

Do you have a good tour by merely opening the doors and letting people wander through your school? The visual images they might gather on such an escapade might set your program back several years.

What other ways do we visually communicate with people? One broad area which I imagine many of you avoid--posters, charts, portable and large exhibits.

Many of you will immediately react to the idea and say, "I'm no artist. I cannot do posters." But you can. And you should, if you do a total informational job.

You do not have to be an artist to plan or even do effective posters and exhibits. What you must be is a visualizer--an idea man who can transfer the written word into a visual image.

Another area of the visual which you must work with, if you are to do the complete public information job, is the broad area of the film--photographs, color slides, movie films, television and overhead projectuals.

A picture is worth 10,000 words? Only if it is a good picture. I maintain that although picture making is an art form in itself, as an information person you can learn a few basic fundamentals which will help you have acceptable, good photographs in all your publications and presentations.

Here are some rules to follow when planning a photograph:

1. Group people closely.
2. Avoid the trite pose.
3. Make people look natural.
4. Remember the mood of the event.
5. Watch out for details (in the background).
6. Use the background to help tell the story.
7. Move in close to subjects.
8. Avoid large groups in pictures.
9. Get action in picture. Tell a story. Have human interest, appeal.
10. Others:
    Caption--left to right identification.
    Attach to back--do not write on back of picture.
    Cropping can often help a picture.

And what about projectuals? There are all kinds of machines and transparency makers available. These visual aids can be of real use to you in trying to tell a story--in trying to get across a message. They can be done simply in black and white, or more professionally with several colors, overlays and movement. But they can tell a story effectively.

Color slides can be used effectively for presentations. We developed a 40-slide presentation on vocational education, had 50 sets made, and provided a script to go along with it--a neat package for anyone to use for a 30-minute program on vocational education. One group taped the message and synchronized the slides with tape.

Educational television can be of real assistance to you in your information program. You might work with ETV in doing several programs on vocational education during the year. If you do not have funds for a color film, see if you can get them to produce it. Or you might talk with them about doing some one-minute spots for you on area schools or manpower training, or vocational agriculture, or any topic, to be furnished to commercial stations for their use as public service spots.

You must be a visualizer for your vocational education division. You must be the action person (or at least the catalyst) for upgrading the visual image your programs have in your state.

But you can take your choice. You can type out your news releases and send them out and sit back and rest. Or you can work at doing a complete information job and build new images for vocational education in your state.

Woodrow Wilson said it this way: "No man that does not see visions will ever realize any high hope or undertake any high enterprise." And Proverbs 29:18 put it this way: "Where there is no vision, the people perish."

Building Blocks For A P. R. Program

By Dr. Scott Cutlip

The first block in building a foundation for a public relations program is to develop some perspective of the job.

Educational progress depends upon public understanding. This is an inescapable fact, yet this is still too little understood among the educators in the United States.

You know and I know that whatever the true facts about educational institutions in a given situation, it is what people accept as true that counts. This is a fact that your boss sometimes has difficulty understanding. It is not what the vocational or technical school does as a statement of fact that counts, but what the public perceives to be the facts. The achievement of understanding fully what the schools are doing and what the public believes becomes a foremost objective in all educational efforts--or at least it should.

I have no first-hand information on the extent and quality of public relations programs in the vocational and technical education field, but I have a pretty good hunch. This hunch is borne of two recent experiences as a consultant in this field.

Only last week I completed an analysis of a survey of the public relations program for a State Department of Vocational Education for Project Public Information. Also, I am in the midst of a study of the public relations of the school system of one of our major cities--a city with the problem of speedy integration of faculty and students.

In both instances I have found the public relations machinery inadequate. A generalization is that public relations in public education--based on these two studies--is still in the initial 1900-1917 stage of seeking publicity instead of working diligently toward maintaining two-way communication and seeking public support for worthwhile vocational and technical programs.

You in vocational and technical education have a particularly tough assignment. You are not starting from scratch--you are starting a little behind scratch.

The vocational school is often seen by the public as a refuge for lower economic groups. You have got to bring the attractive advantages of vocational and technical education to those who will profit from your offer. In an increasingly technical society there is no place for the unskilled.

You must know, as I expect most of you do, that the public relations function in your school system will be as useful or as useless as the school chief wants it to be. Belief in public relations importance and understanding of its requirements on the part of the chief executive is the first requirement for an effective public relations program. Public relations starts with the boss and educating him is the first step in constructing your public relations program.

Yet in a survey of State Departments of Education, we found the great majority of the State school officers hold a narrow, outmoded concept of this function which equates publicity with public relations--a view which over-rated publicity power in building the public understanding required for effective public education.

In this particular survey, 43 State superintendents or commissioners of education responded to the survey. A majority of these 43 school chiefs agreed on the generally accepted objective of public relations as building a favorable image, building public support, telling the educational story. Eleven of these put the emphasis on building public support, 25 on telling the story.

The disproportionate emphasis these officers placed on publicity as a means of building public support is reflected in the desire for more publicity which they revealed in the survey. These figures, when placed alongside the views of only three superintendents who regarded the PR function as providing feedback from the public, make it clear that too few of these school executives grasp the mature concept of public relations.

Thirteen of the school chiefs see no need to understand this concept. What they don't know hurts all of education. This mature concept that I hope you will embrace and take away with you, of course, embraces the goal of a combination of mutual interest through meaningful two-way communication.

The most important contribution a public relations officer can make to any organization, in my opinion, is to provide the policy makers of that organization with a continuing assessive and accurate interpretation of public opinion climate through which the executives must chart their course--the public opinion climate in which educational programs advance or fall flat, fail or succeed.

You cannot have a program until you have public support.

You cannot extend the benefits of your program to young people who need them desperately if these young people do not know about them.

Too many educational executives underestimate the degree to which executives can become insulated from the hurly-burly of public opinion and the dangers thereof.

Only through a planned program carried out under an agreed-upon policy with defined goals can a State Department of Education or a vocational education system make the most of its limited money and manpower and gain the public understanding of educational needs.

In my study of one of the nation's public school systems I found--much to my amazement--that this system with a budget of nearly half a million dollars, 24,000 teachers and nearly half a million pupils had one assistant superintendent, a secretary and two clerks for its total public information staff. Such an understaffed public information effort is little short of incredible.

The third building block of a PR program--the first involves philosophy and perspective and the second educating your boss--is the requisite of skilled people, intelligent and dedicated information officers.

Progress of the public school as an institute of democracy depends upon the support of the public. You and I know that a school system responsive to and supported by a public stands like a rock in the storm of bond issues, book-burners or civil rights protesters.

We in public relations have taken unto ourselves a difficult, complex assignment. We need to understand this task more fully and prepare ourselves more adequately.

One of Edward L. Bernays' lasting contributions to the practice of public relations was his book Crystallizing Public Opinion, published in 1923. In this first book on public relations, Bernays put down the theory of the public relations function. This theory spelled out the two-way street concept which holds that it is the public relations function to interpret the publics of an organization to its policy-makers and, in turn, to interpret the organization to the public upon which it depends for support and cooperation.

The need for the skilled communicator and interpreter to bridge the ever-widening gulfs in our highly state-level, stratified society is greater today than when Bernays wrote his book.

We have too few professional practitioners qualified to serve this urgently needed function in our complex society. Today we have too many publicists and too few interpreters skilled in the art of communication and opinion analysis. There is a critical shortage of school practitioners who qualify for their assignment.

It is frightfully true to say that we are caught in a rapidly changing world characterized by changes coming at break-neck speed--changes that are coming faster than our institutions can cope with them--changes in science, travel, government and public education. Nowhere is this more quickly reflected than in vocational education.

With this basic fact of our whirling world before us, we must ask ourselves, "Is public relations changing fast enough to meet the assignment that is duly charged to it?"

As I have suggested I don't think most practitioners and most school heads have caught up to Bernays' basic concept of 44 years ago, let alone come abreast of today's fantastically complex public relations problems of sit-ins, sit-downs, drop-outs and other problems.

Many thoughtful observers of our field share this dim view of the capability of today's practitioners. Howard Chase, veteran public relations counselor, observed some time ago that public relations is inefficient and out-of-date, respectable but static.

I ask, "If public relations is not keeping pace with the present, how can it possibly cope with the future?" By merely asking the question I am suggesting that most of you need to step up your professional preparation if you are to be qualified for your job today. We have enough public relations mechanics. We have too few public relations counselors in our public educational institutions today.

The average public relations practitioner of today might be headed for the junk heap of obsolescence unless he develops new and creative ideas.

APPENDIX D--Reports of Group Workshops.

Report of Group Workshop Number 1

THE VISUAL IMAGES WE CREATE

The members of this workshop group were Gareth S. Aden, Bill Barnes, Dale A. Cotton, Arthur W. Ericson, Ed Fox, David B. Helgager, Thomas A. Hephner, Wilbur McCartha, Mary Kay Murphy, LeRoy G. Pratt, Albert J. Riendeau (Co-Chairman), Ronald W. Scull, and David V. Spielman (Chairman).

Through tactful and intelligent guidance from Mr. Lindsey, this group designed and was judged on three areas of visual preparation -- posters, transparencies, and brochures. Each member of the group designed, wrote, and developed a poster, transparency, and brochure. The techniques utilized in the development of these visuals will be discussed in three sections of this report on posters, transparencies, and brochures.

POSTER

MATERIALS NEEDED. The following materials are needed to make a poster:

1. Poster Board (Many colors available)
2. Colored Paper
3. Many Illustrations (from magazines, advertisements, newspapers, etc.)
4. Colored Pencils
5. Felt Markers
6. Scissors, Paste, Masking Tape
7. Press-on Transfer Letters

PLANNING THE DISPLAY. Before the poster is started, the following steps should be taken:

1. Decide what to display. Use only one basic idea. Determine your audience.
2. Choose catchy captions. Must attract immediate attention. Splash of color may be used. Maybe

should have shock value. May relate to current advertising slogans.

3. Sketch a rough plan. Attempt to draw to scale. Probably should choose illustration before making rough sketch. Make several sketches. Choose the best sketch.

4. Pre-arrange material. Lay your material on the poster board. Re-arrange, if needed, for maximum eye appeal.

5. Set-up display. Glue material down. Affix lettering and sketch any hand art or letters.

6. Evaluate. Be objective. See if the poster really says what you intend. If it isn't right, throw the poster away and start a new one.

POSTER PRINCIPLES. The following principles should be observed:

1. Simplicity. Keep the message simple. Avoid being "arty." Use adequate white space.

2. Balance. May be formal or informal. Should follow a S, Z, or H pattern. Avoid diagonal design since viewer's eye may be led off the poster.

3. Unity. Does it tie together. Is the poster pleasing or does it leave the eye uneasy.

4. Emphasis. Fix focal interest with color, lines, shapes, and white spaces.

VISUAL TOOLS. Visual tools to be used are as follows:

1. Line. Use arrows, lines, dots, or design to establish a pattern for the eye to follow.

2. Shape. Do not use many different shapes, but maintain the same pattern of shapes throughout.

3. Color. Use 2 or 3 colors at most.

4. Texture. May be achieved with burlap, sandpaper, rough paper or other patterned material.

5. Space. Do not use every bit of space. Remember a poster is to be viewed from a distance. Make all type large enough to be read from a distance.

LETTERING. When lettering a poster, crayon, Magic Markers, colored pencils, ink, stencils, transfer letters, cut out letters, textured letters, or free-hand styles may be used, if they please the eye.

OTHER AIDS. A third dimension may be achieved by using letters, boxes, or other materials which project out from the poster. The illustration may bleed off the edge to attract attention. A study of posters that are attractive should be conducted and an attempt made to use the same ideas. Keep posters simple, exciting. Posters should be imaginative and unique.

TRANSPARENCIES. To prepare transparencies, follow these steps:

1. List ideas for transparencies.
2. Sketch transparency designs.
3. Select final transparency design.
4. Make transparencies.
    - A. Keep simple.
    - B. Emphasize important points.
        - a. By color.
        - b. By letter size.
        - c. By line.
        - d. By illustrations.
    - C. Processes.
        - a. Diazo (Ammonia).
        - b. Thermo-Fax.
        - c. Draw on Acetate.
        - d. Photo-copy.
5. Advantages of Transparencies.
    - A. Gives variety to speech presentations.
    - B. Permits speaker to face audience.
    - C. Serves as prompter for speaker.
    - D. Can be shown in lighted room.
    - E. Reusable.
    - F. Inexpensive visual aid.

BROCHURES

Brochures offer an effective way of communications for reaching a specific audience and individuals. In considering the use of brochures, decide if the brochure will provide the best way to reach the audience at which you are aiming. Brochures do not provide a magic method to insure reaching an audience. But carefully planned and developed brochures can get attention and drive home a message.

In planning a brochure, first decide if this is your most effective method for communicating with the desired group. Ask yourself if you really need it. Then establish your objective.

Objective -- Determine what point or message you want to get across. Decide on material you will use in stating your message.

Simplicity -- In planning what to use and how to use it, keep in mind simplicity. Aim material at the audience you want to reach. Get attention with an idea that can be grasped at once, and follow through with impact that will hold attention of the reader and leave the desired message. In selecting text, pictures and art work, keep in mind the interest of the reader -- not yourself. Try to tell the message from his point of interest.

Text, art, and photos should be organized in a way to develop a line of traffic that the eyes can easily follow from the cover throughout the brochure. Leave out anything that doesn't make sense. Attention should be gotten at the start of the brochure and quickly move into your message or where the action is. The size and shape of the type is as important to the effectiveness of the brochure as is the design. One basic rule to be remembered is the need for contrast. Use of one size type or even one kind of type throughout the brochure will lead to monotony. Increasing the weight of some letters will help bring out certain points, make headings stand out, and cut down on monotony.

There are a number of things you will want to keep in mind so that your layout points up your original idea. The key to effective layout is simplicity. A good layout will give you a feeling of balance and unity. Balance is generally referred to as being either formal or informal and is most evident when absent. Formal balance means that if you use a shape on one side, you will have to achieve balance with a similar sized shape on the other side. Informal balance is achieved in a more subtle way by use of color, artwork or other effect.

The feeling of unity in a brochure depends on the consistency with which the elements of line, shape, type, color and artwork are used. Line refers to arranging effectively the elements in the layout to take advantage of the natural tendency of the eye to follow horizontal and vertical lines. Horizontal lines are effective in bringing the eye across the page and can be use effectively to tie facing pages together. Vertical lines draw your eye either up or down, and since the natural tendency is to read across and down, the vertical line is usually used to draw the eye down.

Shape refers to copy blocks, pictures, and other shapes. Manipulation of these shapes helps to give effective lines and gives weight to the brochures. Balance depends on how these shapes are handled.

Color is mainly used to add emphasis. In addition, color is also used to develop lines and add balance. Use of color ranges from simply using colored paper to four color pictures. The kind of color you use will depend on your budget and the emphasis you want to place on the publication.

Report of Group Workshop Number 2

COMMUNITY SERVICES PROGRAMS IN VOCATIONAL SCHOOLS

Purposes

The primary purpose of a series of single-session, informative, public programs is to keep the community attending a vocational school. The facilities, services, programs, and observable instructional courses of the school should be seen by that public.

There are a number of secondary motives. The series should be designed to attract to the school the constituents of the various publics which the school serves.

A well-planned series can also meet community needs--ranging from specific vocational presentations to programs of broad interest to the general public. The keynote of any series should be community service, with service underscored. Presentations can maintain public association with the vocational school and enhance the school's public image. Economical utilization of facilities can be increased, with programs spaced across the academic year. School-community cooperation may be expanded, and the school can make a contribution to the capacity of the community for living - living as individuals, as on-the-job producers, and as members of the community.

It should be possible to create a program people will speak of frequently, respectfully, and in association with the school. Satisfied participants become the best of publicists.

Organization to Achieve Purposes

Responsibility for investigating and implementing potential programs should be fixed. The authority and responsibility of the community services director, along with the limits and constraints of school policy, should be made clear.

Direction may stem from an enthusiastic teacher, a teaching department, an instructional division, or an assigned administrator, depending upon the fullness of the program desired. Faculty should be involved in program planning, although the community services series is intended to be informative rather than instructional, in services rather than in curriculum.

Faculty may wish to assist in planning program topics, selection of speakers, or to use their contacts with community groups which will assist in these matters. The school can achieve an association with the presentations by having faculty introduce featured speakers or moderate panels.

Potential program topics should be considered. Faculty, community groups, trade associations, labor organizations, businessmen's clubs, advisory committees, opinion polls or surveys, or personal contacts may suggest topics of interest.

Frequently, community groups will come to a school with an established series of programs for assistance in a presentation. Topics may involve panels, speakers, discussion groups, demonstrations, etc. Topics need not be vocational in orientation, since the purpose of the series is to get people to come to a program of some type and see the school.

Topics are limited only by the imagination of the community services director and the interests of the publics to be served.

A list of possible topics is appended.

In selecting program topics, attention should be given to the specific public to be served by an individual program--management, labor, homemakers, hobby groups, students, parents, occupational interest groups, or the general community. The question must be "Which program for which public?"

The community services director must anticipate the costs of the individual programs. Costs will vary from program to program, depending on whether it is presented by local or out-of-town persons, whether or not expenses and honorariums are to be paid, whether participating faculty are reimbursed, or whether special equipment or supplies are needed. Costs of extra-duty school personnel, printing and mailing costs, publicity or advertising expenses must all be considered.

The method of budgeting costs will depend upon the institution sponsoring the series. Some schools may use general accounts, charge to teaching departments or divisions, or may require individual program accounting for all costs. Local co-sponsor organizations may assist with costs for some programs and be unable to assist with others. Some community interest groups will be able to handle promotional mailings; others may not.

Implementing the Series

A list of program topics will need to be developed for the series. This may become a general plan, and yet remain flexible enough to accomodate time and date requirements of desired speakers. It may also permit insertion of timely topics of interest in the community.

Individual programs ought not to be crowded with too many speakers or panelists, nor should the range of speaker's topics exceed a general theme for any separate program. Time of presentation should be considered--evening, afternoon, Saturday, etc. An attempt should be made to keep some topics timely with their own seasons--an income tax presentation in May would be as inappropriate as gladiola arranging in January.

The school may choose to secure local community groups as co-sponsors for each program. Co-sponsors may be able to assist with topic selection. They may furnish mailing lists or arrange to mail materials prepared by the school. They may have special abilities in securing speakers, help in obtaining non-local participants, or aid in funding costs. If the school elects to use co-sponsors, they should be informed of school policies and requirements for facilities use. Once working details have been arranged, the school should maintain close contact with the co-sponsoring group.

The community services director will have intra-school homework to do. Facilities should be blocked for a tentative program on the schools' master calendar. Use should be confirmed when arrangement is definite for the time, date, speaker, and facility required for the number of participants expected for each program.

It may be advisable to develop mailing lists, both general and specific, or to prepare a monthly newsletter of coming events. Arrangements will need to be made for any special equipment required for a presentation. Promotional pieces should be developed after deciding how the program is to be publicized. This may be by direct mail, using lists of the school or those of co-sponsoring groups.

It may also be done by newspaper advertising, radio, distribution of brochures, or by students, community schools, etc.

Design of promotional pieces should be thoughtfully developed. Promotional pieces will associate the school with the literature, even though the recipient does not attend the program. These pieces will inform the public of the programs initiated by the school on their behalf and should reflect the quality of the program.

In securing speakers or panel participants, the community services director should extend an initial invitation early, by letter or by telephone. If by telephone, a confirming letter should be sent. Speakers should be informed of time, place, and whether a topic is recommended, or if they are free to select their own topic.

The speaker also may appreciate knowing something of the nature of the series of programs, the size and characteristics of the audience he can anticipate, and details on expenses, honorariums, etc. If he is to be a panelist, information on other possible panelists may prove helpful. Once a committment has been made by the featured speaker, it might be well to remind him by mail about two weeks in advance of the engagement date. A letter requesting biographic information for media releases, or a request for a picture for this purpose, can be the vehicle for a reminding letter. An inquiry regarding hotel reservations, or local travel arrangements, also will serve to remind. A telephone call the day before the assigned date is often appreciated by the speaker. It is relieving to the community services director.

The school should meet the needs of the featured speaker upon his arrival. This may entail local transportation to and from airports and hotels, hotel reservations, etc. If an honorarium is to be paid, it should be prepared in advance for presentation to the speaker some time after his speech is delivered. The speaker should be accorded the same courtesies after his presentation as before. It is good procedure to treat the speaker as though you were certain that you want him to return for a similar series in another year, for it may well be that you will!

Follow-up and Evaluation

Each participating speaker or panelist should be accorded the courtesy of a follow-up letter of thanks from the school. A letter to his immediate superior in his firm might be appropriate, particularly if he has participated in your program at the expense of his company. Some notation might be given of the impact his presentation has had on the community. Press clippings may be included if available.

It is often advantageous to walk the public into the facility scheduled for the program through display areas, past operating classrooms, or past displays of brochures describing the programs of the school.

Public interest in school courses can be thus secured, yet not be obvious or forced.

A simple signup sheet can be employed, if desired to develop a mailing list for coming programs. Cards can be filled out by persons attending any program if they care to be notified of similar programs in the future. A monthly newsletter list can be developed or extended if preferred.

Some sort of feedback or response should be secured from those who attend. This can be obtained formally, by surveys or polls. Informal responses can be noted in school correspondence, comment by advisory committee members, faculty, personal contacts, etc. Most significant in evaluating any program recently completed is relating the evaluation to planning future programs, or another series, or another year.

Types of Topics for Community Services Programs

Seminar for publicity chairmen of volunteer organizations

Secretarial shortcuts

Home fire protection (or prevention)

Hallucigenic drugs (Drug use and abuse)

Effective advertising

Open house

Stop the shoplifter

Gift wrapping (for consumers, for employees)

Individual income tax reports

Today's foods and dieting

Interior decorating fashions and trends

The importance of a will (Wills and widows?)

The art of dictating (letters)

Beautification of grounds

Problems in paints and painting

Landscaping the suburban home

Waltz through washday

Scientific (Electronic) auto repairs

Personal investments in stocks and bonds

Personal budgeting

Apprenticable trades

Mailing tips and ZIPs

Small power tool safety

Christmas decoration for the home

Consumer buying

Service station management tips

Heart problems

Cancer detection

Medicare

Small gasoline engine servicing

Cake decorating

Floral arrangement

Garden pest control

Report of Group Workshop Number 3

A FRAMEWORK FOR PUBLIC INFORMATION IN VOCATIONAL EDUCATION

Vocational Education, simply stated, is a process for preparing people for employment. It is something to be done, rather than something to be taught. The purpose of vocational education is twofold: to educate people for successful employment, and to meet the need for specially trained and competent workers in society.

A dynamic program of vocational education combines community and student interests, and enriches both. The program is basic to a school system offering realistic educational opportunities for all. It is a process of continuing education with no outer limits of age or income, an open-end enrichment program for anyone with an expressed desire to improve or change his way of life. Leaders in vocational education are aware of its scope, but efforts to let everyone know have been ineffectual.

Knowledge of the vocational program is not only a need, it is a basic right of the public. Administrators are obligated to provide information about programs supported by the taxpayers. The people are entitled to know how public funds are spent, what the programs have accomplished, and what the purposes and goals are for the immediate and long-range future. Only with the active flow of communication can vocational education find the support it must have. Only then can the public have a basis for evaluating vocational education.

Vocational educators are busy, dedicated people. Each has many stories to tell, but few have the time or means for effectively telling them. To meet its potential, vocational education must be involved in a continuous process of communication, coordination, cooperative planning and interaction with every segment of the community. Business, industry, labor, education: each has a role to play in vocational education.

A program of public information provides the tools to unite the goals of vocational education and the needs of the total community. A planned approach to communications can provide reliable, factual material from which conclusions can be drawn and plans made. It can create swinging doors between vocational education and the people it serves.

Vocational education is geared to offer employment to the individual, manpower to the labor market, and continued advancement of workers already employed. A planned program of public information can offer a realistic interpretation of vocational education as it contributes to the home, the school, the community, and the individual. Too little information related to the economic and social costs of inadequate programs of vocational education can seriously impede progress in a world committed to rapid change.

A BLUEPRINT FOR PUBLIC INFORMATION

At the First Nationwide Institute for Vocational-Technical Education Public Information Officers, it was recognized that the need is acute for organized public information programs at local, state, and national levels.

Vocational education has a solid foundation of good planning, comprehensive programming, sound administration, and teaching excellence. This is a natural and necessary beginning for a successful public information program. This, however, is not enough. The vocational programs must be publicized, explained, illustrated, dramatized, interpreted and analyzed through a consistent and continuous effort to communicate with the public.

A planned public information program requires full-scale attention of the person, or persons, given responsibility for doing the job. It cannot be handled in addition to the duties and responsibilities of teachers, supervisors, and administrators; but it includes the efforts of existing staff involved in any phase of communication with the many publics of vocational education.

A most important function of the public information specialist in vocational education is to develop a planned approach to enlist the cooperation of all the publics in planning, conducting and financing effective instruction. In identifying the many publics to be served, it should be remembered that there are many groups, each with its own attitudes and objectives, yet each with potential for furthering the goals and purposes of vocational education. Persons from these groups may become involved in the implementation of the vocational program in many ways. The selection of key people and an advisory committee (not a policy-making group) may be a vital part of a successful public information program for vocational education.

Vocational education's publics could include actual and potential students, boards of education, government agencies (local, state, and national), social agencies, state and local associations, graduates, parents, P.T.A. groups, civic and service organizations, labor, industry, professional people, legislators, and other groups involved in social, economic, and industrial development. Mr. Average Taxpayer also should be included.

Once the publics have been identified, it is equally vital to understand how they view vocational education. Do they understand existing programs and problems? How can vocational education best interpret policies and programs to these publics? How can the various publics assist in planning to meet future needs for vocational education?

Another important task of the public information specialist is to develop a positive working relationship with his organizational colleagues. To be successful, the information specialist must have a general knowledge of the duties and responsibilities assigned to each organizational employee. The overall structure and operation of the organization are important aspects of this knowledge.

No one wants to be a "loner," therefore, the information specialist must promote total staff involvement in the public information effort. Internal participation necessitates that one subject area of vocational education be kept informed of the activities of other subject areas.

On occasion the information specialist will act as a consultant to help subject area specialists develop specific public information for their programs. The image portrayed to the internal public will carry over to the external publics--and it should be positive!

The public information specialist should have a direct line of communication with, and report directly to, the top administrative officer of the organization. In some instances, it might be necessary to confer with an assistant, but lines of authority should be identified.

Efforts to promote vocational education should include utilization of all of the tools of the public information trade: Press (feature stories, advertisements, pictures, news); television and radio (news coverage, spot announcements, special appearances, public service programs, panels, etc.); magazines, trade and professional; and visual aids (exhibits, films, slides, displays, photographs, charts, posters, bulletin boards, billboards, stickers, blotters, calendars, letterheads, etc.). Promotion should also include youth organizations, professional organizations, local events, tours, career days, vocational guidance services, speeches, personal letters, workshops, assemblies, open houses, dedications, luncheons, banquets, and more.

QUALIFICATIONS AND RESPONSIBILITIES

What are the qualifications for the public information specialist? Ideally, he will possess a talent for meeting and working with people; supervisory and/or administrative ability as it relates to his field; educational background commensurate with the requirements of the organization; writing ability (speech writing as well as technical and news copy); creative ability; knowledge of mechanics of journalism; a capacity for coordinating activities; speaking ability; general knowledge of audio-visual processes, including photography; general knowledge of mass media; and general knowledge of printing processes.

Effective public information specialists come from many areas of creative work, as well as from the sales world and business or industry. Advertising or public relations agency work could prove valuable, as well as work in the media or in politics.

The minimum duties of a public information specialist in vocational education might include the following:

a. Selection and preparation of public information in accordance with organizational policies and objectives.

b. Planning lectures, exhibits, and tours.

c. Preparing and delivering speeches.

d. Preparing and participating in radio and television presentations.

e. Preparing brochures, pamphlets, articles, news releases.

f. Designing and approving signs, posters, artwork, and displays.

g. Participating in community and civic programs.

h. Editing and directing preparation of publications.

i. Continuous evaluation of public opinion in order to assess the effectiveness of the public information program.

These suggestions are made with the basic assumption that communication is a two-way street. If the information specialist doesn't communicate, then the publics remain static and so does the vocational education program.

Public information is vital to development of an understanding of the benefits and unlimited opportunities offered by vocational education. Vocational education has a product to sell, a product which can be the hope and the promise of a dynamic and affluent society.

A HOW-TO-DO-IT OUTLINE

FOR A PUBLIC INFORMATION PROGRAM

The preceding text has provided much of the conceptual framework and rationale around which a sound public information program can be build. In today's do-it-yourself world many persons prefer a precast model in which relatively few changes need to be made before the model becomes operational for individual situations.

Such a model is desirable for a public information program, but presently the model is non-existent. The following outline offers some suggested procedures that one might follow, with modifications, when developing a public information program for a vocational education organization or program.

This outline was developed as an aid toward the establishment of a public information program. Statements in the outline are broad and general allowing it to be applied to many vocational education programs and/or organizations.

As vocational education ascends to its rightful place in American education--the public information program will be an important propelling force.

1.0 Set goals and/or objectives

Suggested goals

1.1 To establish a policy framework within which a functional public information program can operate.

1.2 To interpret vocational policies and programs to the public.

1.3 To present the total vocational education program to the public.

1.4 To bring about a knowledge of and understanding for a public information program within the internal vocational education staff.

1.5 To research the public's image of vocational education.

1.6 To sustain an accurate image of vocational education through continuous, two-way communications with the public.

1.7 To identify the various publics interested in or concerned with vocational education.

1.8 To coordinate and enhance existing public information activities conducted by different vocational service areas.

1.9 To provide for continuous evaluation of the public information program.

2.0 Organization and Administration

2.1 Select the public information specialist.

Suggested minimum qualifications

2.11 Journalistic ability.
2.12 Education commensurate with the policy of the employing agency.
2.13 Supervisory and administrative ability.
2.14 Acceptable occupational experience.
2.15 General knowledge of audio-visual processes, printing processes, and photography.
2.16 Insight into the operation of the mass media-radio, television, magazines, and newspapers.
2.17 Ability to meet and work with public(s).

2.2 Describe duties and responsibilities of the public information specialist.

Suggestions

2.21 Select and prepare public information in accordance with organizational policies and objectives.
2.22 Develop a positive image of vocational education.
2.23 Plan lectures, exhibits and tours.
2.24 Prepare and deliver speeches.
2.25 Prepare and participate in radio and television presentations.
2.26 Prepare brochures, pamphlets, articles, news releases, etc.
2.27 Design or approve posters, artwork, and displays.
2.28 Participants in community and civic programs.
2.29 Edit and direct the publication of organizational publications.

2.3 Establish advisory committees.

Suggestions

2.31 General advisory committee to offer advice and assistance on overall operation of public information program.
2.32 Service area advisory committee may use existing committees within a service area when seeking advice concerning public information in that service area.

2.33 Select committee members in relation to the committee's function.
2.34 Limit the number of committee meetings, usually two or three per year is sufficient.
2.35 Advisory committees do not set policy.

2.4 Develop positive internal organizational relationships.

Suggestions

2.41 Public information specialist should be directly responsible to the top administrative officer of the organization or his assistant.
2.42 Learn the duties and/or responsibilities assigned to each organizational employee.
2.43 Become knowledgable about the overall operation of the organization.
2.44 Promote total staff involvement in the public information effort.
2.45 Provide one service area with information about the activities in each of the other service areas.
2.46 Help each service area with its specific informational problems.
2.47 Inform your colleagues concerning the duties, responsibilities and limitations of the public information program.

2.5 Develop a program implementation plan.

Suggestions

2.51 Identify publics to be served by the information program - e.g. students, parents, and teachers.
2.52 Use key people in identified publics to promote the positive image of vocational educational.
2.53 Contact and enlist the mass media in your efforts to tell the vocational education story.
2.54 Develop a plan of action for the public information program.
2.55 Revise plan as changing social and educational trends necessitate.
2.56 Foster two-way communications at all times.
2.57 Develop a plan for periodic evaluation of the public information program.

Report of Group Workshop Number 4

POTENTIAL STUDENTS: THE FIRST CONCERN

Vocational-technical education in the fifty states is growing at an impressive rate. Development of facilities and programs is rapidly increasing, yet in some instances enrollment has not kept pace with projected goals. In order to meet the demands of a modern society, its members must be awakened to the opportunities in this field of education.

Every student must be given the opportunity to examine objectively the avenues offered by vocational-technical education. Only then can he accept or reject this educational avenue as feasible for his future training and occupational goals.

This objective can only be accomplished by educating the entire public to accept the vocational-technical program as a basic and important segment of total education. Use of all available media to reach the various segments of the public is required. Recognized barriers must be broken down and the "vocational-technical education success pattern" must be established in the minds of these publics.

Several barriers have been recognized which tend to restrict the vision of potential students concerning vocational-technical programs. The most prominent of these is the "second class" image previously projected in this field. Lack of proper information and a society orientated to the academic professional success pattern have contributed to or emphasized this image. The fact that counselors, junior and senior high teachers, parents, and peer groups have not accepted the program for its true value has made recruitment difficult.

These barriers can and must be overcome! The real image must be projected through an extensive public information effort. The common tendency to use mass media only for publicity and prepared materials for general appeal must be eliminated. Occupational information complete with reported data and success stories can do much to restructure public thinking. A special effort must be made to direct this material to potential students and their peer groups, even though parents, teachers, and counselors greatly affect the final career choice.

Only a well planned public relations program will accomplish this task. The following are some suggestions which may serve as general guidelines for formulating such a program:

Research the needs of the target group before preparing any approach.

Plan materials with a specific objective directed to a specific public.

Use positive approach to exemplify success pattern and social acceptance.

Appeal to student interest through content, reading level, and vocabulary.

Stress dignity of all occupations and the world of work.

Include adequate information to fulfill an objective.

Provide positive support data as follow-up to vocational technical training in relation to an accepted success pattern.

Project favorable image of students and facilities through well selected photos, well written copy, and quality produced materials.

Use combinations of media for more effective impact.

Establish procedures for feed-back and evaluation to complete the two-way communication cycle.

Almost unlimited means are available to tell the vocational-technical story, although the extent of usage may be limited by budget. Mass communications media are readily available to both local and area schools and state agencies but are seldom used for maximum benefit. Printed materials, person-to-person programs, and audio visual materials, are most often planned, financed, and distributed by the local or state organization. But they may fail to meet the intended purpose. These four groups are divided for usage analysis.

The following tables may be considered as suggestions for reaching the potential student. Various media may serve publics other than those listed and may obviously be prepared for different objectives. Approaches are not limited to those given but are open to individual situations and subject to the ingenuity of the public relations personnel. Advantages and disadvantages will also vary according to funds, facilities, and the intended results. However, these tables may serve as a useful point of departure in initiating or improving public information for the potential student.

The importance of the low-status factor may be shown by the following concepts:

NEGATIVE	POSITIVE
Voc-tech primarily recommended for low ability (IQ) students.	Today's youth have opportunity to have needs met.
Poor physical facilities and location.	Financial assistance and scholarships now available.
Attitude toward dignity of work by parents, peer groups, teachers, and society.	Today's schools feature modern plants and equipment.
Success patterns over emphasize academic promise.	Favorable attitude in the industrial and business community.
Inadequate counselor preparation in vocational fields.	Concepts of groups can be changed.
Over-concern for college admission.	A new look at the world of work has been created.
Lack of understanding of occupational education as a stepping stone.	Society's demand to serve all students.
Parental aspirations.	Better financial return at end of voc-tech training.
Lacks tradition, social programs.	
Teaching salaries low compared to business and industry.	

Many of these negative concepts can definitely be linked to the problem of inadequate quality information now available. In seeking a solution, other concepts that should be considered are:

NEGATIVE	POSITIVE
Information not directed to definite group or "public."	Needs now being recognized.
Poorly prepared public information personnel in voc-tech field.	Some interest and effort is evident.
Failure to recognize need for materials by key vocational people.	Follow-up procedures underway.
Limited budget available.	
Poor quality reproduction too common.	

Society's over-commitment to a narrow concept of general education has hindered counselors in successfully guiding all students to investigate vocational-technical education. Several of the listed concepts point out this barrier but in addition these should be considered in order to plan an effective public relations program.

NEGATIVE	POSITIVE
Students are not well informed about vocational opportunities and future expectations of success.	Some counselors are taking a positive approach to help individuals make realistic career choices.
Parents do not understand individual capabilities for training and advancement in occupational fields.	Cooperative working relationships are improving among counselors and school work coordinators.
Teacher education institutions fail to prepare counselors fully.	Counselors will use adequate information if it is available.

School personnel do not recognize the contribution they can make to orient students in career choices.	Changing school programs enable teachers and counselors to offer more opportunities for career guidance.
Decision-makers do not fully comprehend vocational-technical opportunities and their responsibilities in this area.	
The public in general has formed stereotyped attitudes toward some types of occupations.	
Academic and general education teachers do not seem interested in vocational-technical students.	

With these concepts in mind it becomes evident that a program to improve the vocational-technical education image must be started. The task will be difficult and can only be accomplished by facing the challenge with a positive approach. The positive concepts mentioned can provide means for developing an effective program. It must be remembered that the "success" image can only be projected when vocational-technical education offers a top quality program, which then can be explained to a public.

APPENDIX E -- Four Student Papers, Each Entitled "How I Intend To Sell Vocational And Technical Education In My Home State Or Area."

Each participant made extensive notes during the Institute and read the assigned textbooks in preparation for writing a paper. The title of the paper was "How I Intend to Sell Vocational and Technical Education in My Home State Or Area." The papers used the techniques of clear writing and the principles of good public relations taught at the Institute. Each paper in effect constituted a one-year blueprint for action that the participant could do when he returned home. The four best papers were read and discussed on the final day of the Institute and are printed below.

Paper by

Dale A. Cotton

of Oklahoma

The Institute has been extremely valuable to me since it has caused me to attempt to really evaluate Oklahoma's present Public Information program.

This evaluation has led me to design the following plan of action:

1. Find and hire a competent person to be in charge of all publications prepared by the State Board for Vocational Education. I intend to have all publications come through my office with the above-named person responsible for reviewing them.

Before attending this Institute I thought I needed a writer, but I have changed by mind on this point.

2. I am going to take a period of weeks to attempt to evaluate our current program, but most important to plan objectives for a PR program. We have been cranking out the news releases, but to a great extent just flying blind. These objectives will be discussed at length with my State Director.

3. I hope to establish a PR committee. Both staff members and outside people will be included. I hope to form either a five-member or a seven-member committee. Their advice will be carefully considered.

4. I generally sit in on policy-making conferences, but plan to always be at these sessions in the future.

5. I am going to step-up the efforts of our staff to "sell" our teachers on the importance of a PR program from the local level up. We have done some of this in the past, but will intensify our efforts. Groups of teachers have been most receptive to these "selling" appearances in the past. There is a question in my mind about how far to go into writing for newspapers, radios, and television. We now send out "model" news stories for use by teachers. This practice has been quite successful, and we plan to continue it.

6. Beginning the day I get back to my office, I am going to carefully check every news story leaving the office. The number of words per sentence will be carefully checked. This simple idea alone may be worth the cost of the Institute, as far as I am concerned. The news stories will also be checked for the 5 W's and the H. I think our news pictures have been above average in quality, but they will be evaluated more carefully in the future. I am determined not to release anything that is not of high professional quality.

7. Very important is my own professional improvement and that of my staff. If all institutes could be as valuable in giving "food for thought" as this one, then they would be worthwhile. I plan to enroll in further writing courses at Oklahoma State University.

It is very possible we are still using 15-year-old methods to sell our program--which puts us 15 years behind the times.

8. Our staff has discussed, but has done nothing about, a newsletter for more than 1,500 Vo-Ed teachers. I am now convinced this is a worth while objective and plan to start immediate action on this.

9. I am going to visit with every area Vocational-Technical school director about the possibility of starting adult institutes and seminars patterned after the Milwaukee plan.

The points outlined above are simple, shouldn't be too difficult, but should improve the image of vocational education in Oklahoma. I plan to put a brief outline of this proposal on my desk and review it frequently.

Paper by

Frank M. Clemons

of Virginia

The Problem

The citizens of Chesapeake, Virginia are interested in good education. The School Board, acting for its citizens, has voted again and again to improve their public schools. Forty-seven million dollars have been approved in the past five years for this purpose. Eight million of this amount has gone into new construction. A continuation of this support was evidenced last year with the approval of a Vocational-Technical-Center.

The new vocational-technical facility is designed to meet the needs of high school students. An extensive program for adult citizens is also planned. (The center was to open in September 1967.)

The problem is clear. To operate a successful vocational-technical program a good public information service must be developed.

Background

Chesapeake is a new city which lies in the southeast corner of the state. It is the largest city (area) in Virginia and one of the three largest cities in area in the United States. It is a sprawling undeveloped city, sprinkled with industry, housing, business and open land. Lying at the hub of Industrial Tidewater, Chesapeake has tremendous industrial potential. It is easily accessible by water, railroad, and good highways.

The population of Chesapeake is approximately seventy-five thousand. This figure is changing rapidly which provides all of the growing-pains attendant upon such rapid growth. Adding to the problems is the mobility of the population. This is due to the high percentage of service-connected families involved, and the number of U. S. Government installations in this area.

The public schools are excellent. The programs, for the most part, are balanced and strong. The administration is forward-looking and aggressive.

The school division has an enrollment of twenty-six thousand. This number is rapidly changing like the population. Approximately eight thousand of these students attend eleven junior and senior high schools. All schools have comprehensive industrial arts and home economics programs. Of the above, seven are high schools. These have cooperative training in business education, distributive and industrial. Other vocational courses are offered in selected high school centers.

The Chesapeake Vocational-Technical Center is accessible to all high schools and will be an extension to other high school programs. It has space for twelve areas. None of these are offered elsewhere in the system. Instructional programs are available to eleventh and twelfth grade students.

The decision to construct and operate this school was based on the following:

1. The construction of a comprehensive vocational-technical school in one center would provide instruction economically.
2. The instructional program could be more intensive and extensive because of the large number of students available for recruitment.
3. Maximum utilization of space.
4. Better use of the instructional staff.
5. A survey of selected business and industrial concerns indicated the need for this training.
6. A student interest survey (including parental interest) in the proposed areas of instruction.

Objectives

Quality education is impossible without public support, and this is not possible without sympathetic understanding. To achieve this for the Chesapeake Vocational-Technical Center the following objectives are given:

1. To inform the public of the position and the purposes of vocational and technical education.
2. To improve the public image of vocational and technical education.

3. To help the public understand that general education alone cannot solve all of the problems of youth.

4. To share our problems and successes with our citizens.

5. To offer certain community services to our public.

Organization

To meet the objectives offered above the organizational procedures follow:

1. The completion of craft advisory committees in all areas of instruction. These committees will work closely with staff and guidance persons to achieve quality instructional programs.

2. The printing of a school catalog. This catalog will be used for public information and student recruitment.

3. The revision of the present school flier or fact-sheet. A more attractive and up-dated sheet is planned. This material will be distributed to the general public through schools and selected business establishments.

4. The revision of course previews for student recruitment.

5. The development of slides and presentations for promotional purposes.

6. The initiation of a school letter with an attractive and appropriate format. This material will be used to up-date co-workers, parents and others.

7. The development of procedures and the formation of a committee to handle school tours.

8. The starting of a series of community service programs. These would be single-session, informative programs in a wide range of interest. The object is to encourage more citizens to visit the vocational-technical center and, hopefully, observe what is being done.

9. The appointment of a publicity chairman or public information person to work with the press and other news media.

Evaluation or Follow-up

An evaluation will be attempted after the proposed public information programs have been conducted for one year. In this follow-up, an attempt will be made to determine the success and/or failure of all programs initiated. Procedures for determining the public reaction to these programs will be formulated at a later date.

Paper by

Mary Alta Tucker

of Kentucky

Vocational and Technical Education in Kentucky has reached a new level since the enactment of the Vocational Act of 1963. Expansion of existing facilities, new buildings for area vocational schools and extension centers, and addition of courses in the curriculums are providing unprecedented opportunities for the citizens of the Commonwealth.

The Act provided for informing all people concerned with vocational education about the total program. The Assistant Superintendent for Vocational Education in the State Department of Education in Kentucky started a program of informational services. I was employed as Supervisor of Informational Services in the Bureau of Vocational Education. My duties were to publicize, explain, illustrate, interpret, emphasize, and dramatize the programs of Vocational Education.

In order to develop a Public Information service for the Bureau of Vocational Education, the first step was to establish rapport with all personnel in Vocational Education. This helped me to learn the present and projected programs of each of the service areas.

My first responsibility in this work was to prepare brochures on the course offerings in our Vocational Schools. Twenty-four of these have been prepared; 25,000 copies of each have been printed, with a reprinting of

10,000 copies each of Drafting and Business and Office occupations. These are used by secondary counselors, business people, industrialists, and the vocational schools. Others are ready for printing. (This task was to have been completed by November, 1967.) But others will be needed as course offerings are added to the curriculum. This promises to be a continuous job as reprints and revisions are needed.

A 112-page bulletin, recording all speeches and minutes of all sectional meetings of the Second Kentucky Vocational Education Conference, July, 1966, was published. Two thousand copies were made and distributed to all vocational education personnel.

News items have been collected, edited, and sent out for Kentucky Vocational Association newsletters and national publications.

In working with vocational education personnel for the 50th Anniversary Week celebration, TV and radio programs were prepared. News releases were sent to the newspapers throughout the state. I served as a consultant to the Public Relations Committee of the Kentucky Vocational Association.

Success stories of vocational education graduates, letters from former trainees, letters from businessmen and industrialists who have employed graduates from our vocational schools, letters from parents expressing their appreciation for the training their sons or daughters have received in our vocational training programs, and news clippings of articles and advertisements concerning any phase of vocational education have been collected and compiled in a loose-leaf book.

I work very closely with the Director of Public Information for the State Department of Education. She allows me the use of her staff artist, her photographer, and her radio and TV contact man. I receive much help and advice from this Department.

Our publications are printed in the vocational schools' printing classes and in the Manpower Training Printing classes. This not only gives them materials on which to work, but it produces good relations between the State Department and the personnel of the vocational schools. I sometimes take some art work to the Drafting classes for perfecting.

Good public relations have been established with the directors of the area vocational schools and the instructors and other personnel in these schools. The personnel of the Bureau of Vocational Education have been cooperative in implementating a public information program.

I have an assistant who was employed in May of 1967. She is a Junior Administrative Analyst. As we refine the mechanism of public information services in the Kentucky Bureau of Vocational Education, she will assume the mechanics of the program, freeing me for the administration of a statewide program of public information for vocational education.

We distribute the materials we produce to counselors, administrators, vocational education personnel, civic groups, industrialists, business people, prospective trainees, and to those both statewide and nationwide who request information on vocational and occupational materials. Our projected activities call for a continuation of this function.

The above information is included in this paper in order to establish the point from which we may project our activities. We shall continue these projects to their completion, some of which will remain as continuous activities.

We have ready to go to the printers a 54-page booklet on the total vocational education program in Kentucky. (It was to have been published in October, 1967.)

Work has been started on a comprehensive catalogue of the complete vocational education program in Kentucky.

We have established good public relations with the State Chamber of Commerce and the Kentucky Department of Commerce. Each of these agencies is working on articles and booklets describing vocational education opportunities in Kentucky for industrialists and businessmen.

Though we have some informational relationship with the Department of Economic Security, this is an area which needs strengthening. That is one of our projected objectives.

Many ideas for additional programs have evolved from the First Nationwide Institute for Vocational and Technical Education Information Officers.

I plan now to conduct such a workshop for public information personnel in Kentucky Vocational Education. This workshop will involve representatives from the State Department, not only in Vocational Education but in all of the Divisions and Departments. The area schools, the public relations chairmen of the Kentucky Vocational Association, and those vocational education people working at the local level on selling vocational education will be participants. Passing on to them the ideas and the information received from this Institute is very much a part of my plan.

The production of a monthly newsletter from the Bureau of Vocational Education for other Divisions of the State Department of Education, for administrators, and for legislators is another of our projected plans.

Encouragement to the different service areas for a continuation of their present publicity programs will be one of our objectives. This will be incorporated into our total program of informational services for vocational education.

Setting up a calendar of activities to celebrate the many "Weeks" we have throughout the year will help present the vocational program to our many publics. Working with the service areas on these observances is one of my goals.

It has been a privilege and an opportunity to serve in 1967 as chairman of the Public Relations Committee of the Kentucky Vocational Association. My objective will be to develop closer cooperation between the Bureau of Vocational Education and the Kentucky Vocational Association in selling vocational education.

It is not difficult to sell a good product. Where, in America, can we find a more valuable product than those people who come from our vocational education programs?

Paper by

Fred L. Champagne

of New York

Statement of The Problem:

An occupational education program, as provided for under the Act 88-210, was implemented in Warren and Washington counties in the fall of 1966.

Following an extensive state and regional survey, it was determined to provide occupational education for the in-school youth at the eleventh and twelfth year level.

Identification of possible course offerings was made by a consultant firm which made an extensive survey of the existing programs.

As a result of the findings, these two counties became eligible for five hundred thousand dollars for the purpose of purchasing equipment.

However, as a result of low enrollment, only three hundred and thirty eight thousand was encumbered. The remainder was returned to the state. This same situation exists again this year.

The above findings, combined with other significant discoveries, have prompted the writer to re-evaluate the total program.

There has been minimal effort directed to attracting the completely able student to vocational education. Efforts have been directed through the home-school counselor. This technique is based upon the hypothesis that each pupil is a member of the home-school society and the area center is considered an extension of the home-school. The final decision for sending a student to the area center rests solely with the local school administrator.

The above illustrates the challenge for area school personnel. They must accept and reverse the second class image of vocational education by providing evidence to prove the case that vocational education is an acceptable and valid pursuit for the student with certain types of abilities.

Time, energy, and effort has been expended in developing a sound program based on up-to-date equipment, modern facilities, and competent instructors. This, in itself, does not answer the question--have we done all that is possible to attract the capable youth into the programs--and, has industry been afforded the type of trained person for which 88-210 provided funds?

There must be special efforts placed on the public relations point of view if the program is to attract and compete with the potential college bound student.

Objectives:

1. To orient the various publics to the newly emerging occupational education program.
2. To provide a working relationship between the news media and the area school.
3. To provide a line of communications to the various publics and state officials responsible for allocating funds for occupational funds.
4. To enable all responsible personnel of the area center to become involved in the public relations movement.
5. To develop a systematic procedure for the distribution of materials and information to the various interested publics.
6. To assist the prospective student in examining the area occupational school as a possible educational choice.
7. To develop methods for changing the image of the area occupational school from "SECOND BEST" to the "BEST" for students with certain aptitudes and goals.
8. To develop criteria for which all types of public information materials must qualify.

The Present Image of Occupational Education:

The present image of occupational education is not good. Words and phrases such as: "blue collar," "drop out," "slob," "delinquent," "stupid," "non college material," and "flunkie" are connotations attached to the occupational education program.

How Has the Present Image Evolved?

By its own past record.

The general public judges the occupational programs, as any other educational or manufacturing operation, on the basis of the quality of the product it produces. Graduates of trade schools in the past did not reflect the high standards the community had set.

Informed people know that occupational education has progressed rapidly over the past five years. However, informed people constitute a relatively small percentage of the general public.

To understand the importance of the image, one must first understand that "thinking does make it so."

Listed Below Are Some Of The Positive Results That Will Occur As The Image Improves:

1. It will be easier to attract larger public financial support.
2. Better qualified students will enroll.
3. Quality teachers and others personnel will be attracted to it.
4. Employers will tap this source of future manpower more actively.
5. New industry will be more easily attracted to the region.
6. Greater career satisfaction will result.

How To Modify The Occupational Education Image:

First, the desired image must be determined--"What do we want people to think of us." In other words, "What should the image be?"

Second, a comprehensive plan must be developed to project the image in a forceful, successful manner. This means the new image must be merchandised skillfully to all people who should be reached. This projection of a new image must take place over an extended period of time.

Third, a means should be created to evaluate image modification as it takes place.

What Is Our Desired Image?

The recommended image for occupational education is that it is:

Difficult, rigorous, technical, skilled training, available to conscientious, ambitious, intelligent students who are interested in preparing for a highly rewarding career, who otherwise would not have these needs met by remaining in the regular school program.

Guidelines For Projecting A New Image:

1. Admission standards
2. Quality of students
3. Quality of instructors
4. Curriculum
5. Facilities
6. Employment opportunities

How To Implement The Recommendations For The Improvement Of Public Acceptance Of Occupational Education:

1. Arrange special tours of facilities for all high school students.
2. Arrange tours of facilities for key leaders in education, politics and the social community.
3. Convey the message that the demand for occupational education by students is on the increase.
4. Stress the fact that the professional counseling available at the area center seeks to assist students in job placement.
5. In all brochures, and conversation, statistically demonstrate that many of our students have college level ability.
6. Stress that the school enrollment figures represent about one third young ladies.
7. Stress the fact that over ninety percent of our students are destined to graduate from high school.
8. Stress that students who do not maintain a satisfactory standard of performance are dropped from the program.
9. Nine out of ten students are very pleased with the training they receive.

10. Instructors are well trained and experienced. When appropriate, they have advanced college education in their subject fields.

11. They are required to engage in a continuing education program beyond the provisional certificate.

12. The ratio of students to instructor is twenty to one.

13. Instructors should dress and perform as professionals at all times.

14. Stress that instructors demand a high standard of excellence. Automatic passing does not occur.

15. A wide variety of programs is offered.

16. The curriculum is up-to-date, designed to prepare students to face the complexities of our modern, technological, commercial environment.

17. Emphasize the capital investment in equipment. Quote statistics and investment per student.

18. The equipment is identical to industry's.

19. Occupational education graduates receive starting pay higher than most regular graduates from a general academic program, and find employment much more rapidly than his peers.

20. List the many jobs last year's graduates received.

21. Develop testimonials by students.

22. Emphasize the excellent placement program in in all contacts.

23. Participants in career days with prospective employers is a must.

24. Select an advisory committee of high quality. Keep them active, involve them in specific projects, job placement, fund raising, publicity, and other new program developments.

25. Use press releases. Feature stories are important. Keep releases pouring into the press.

26. Develop booklets and brochures. Pay attention to copy, color, and pictures. Do a first class job.

27. Have an open house. Invite the entire publics. Get extensive news coverage prior to and after.

28. Develop first-class standards for:
    a. Student dress
    b. Telephone manners
    c. Letters
    d. Secretarial dress
    e. Classroom and shop management

29. Develop a program of "student gossip." Tell every student to tell everyone of his friends about how good occupational education is.

Outlined below is a calendar of events which lists the public relations techniques to be developed during each month of the regular school year.

September:

- Conduct an inservice program for counselors on a monthly basis.

- Prepare a monthly newsletter to resident students geared to attract interest among the home-school students.

- Prepare a monthly newsletter to area industrial school students.

- Plan orientation programs for new students and teachers.

- Establish an advisory committee of members of the news media and plan schedule of meetings.

- Send news releases to papers and radio on new equipment, program expansion, and staff biographies.

- Plan a public relations workshop, one half day, for all staff.

- Plan to meet with junior high students during assembly programs to discuss the world of work and the future opportunities available to them at the area center.

- Register with the speaker's bureau and speak to various civic groups and others upon request.

October:

- Take pictures of senior students to use in component school yearbooks.
- Plan and conduct a radio program explaining the purposes, organization, and values of the occupational program.
- Prepare a slide film and tape recording of a student who makes up his mind to enroll in vocational education. He takes the machine shop training and is successful in finding a high paying position in industry.

  This series would include the procedure from the time the student was in school; his academic background; decision making process; relationship with counselor; becoming acquainted with the area center personnel; experience at the center; identitying his abilities and aptitudes; job placement; and job success.
- Plan to have industrial personnel develop job description of the various jobs for which occupationally trained people would be more eligible than the graduate from an academic program.
- Tour all area industries and take colored slides of the "man on the job" to be used during student assemblies to depict the actual work experience.
- Provide the news media with success stories of recent graduates.
- Request local radio personalities to help plan and write school commercials.

November:

- Prepare displays in the dimensions to be used in combination with slides and tapes to illustrate the vocational program.
- Build public relations endeavors around American Education Week.
- Invite state and federal legislators to visit and observe the program.

- Complete general catalog about the occupational program and distribute to all schools.

December:

- Plan and conduct student assembly programs.
- Prepare and produce a second semester adult education brochure.
- Conduct an open house for parents and others of the community.
- Prepare and distribute course description brochures.
- Provide information to potential students in each component school during an assembly program and by returning to that home school for individual interviews.

January:

- Continue with student assemblies.
- Prepare admissions information for counselors.
- Place greater emphasis on news releases in an effort to attract attention to the program.
  (Students are now giving careful consideration to next year's program.)
- Encourage teachers in special subjects, such as industrial arts, business subjects, home economics to visit the area school.
- Develop posters accompanied with mailers regarding the occupational story for schools and business establishments.

February:

- Plan a parents' night for students to demonstrate their work.
- Prepare follow-up survey of past graduates.
- Cooperate in planning exchange visits for teachers and industry, business, and labor groups.
- Prepare mailing to parents acquainting them with recent developments in the occupational education program.

__March:__

- Meet with student groups from component schools to discuss further occupational education possibilities.
- Plan tours of school for potential students.
- Prepare and edit newsletters.
- Survey industry with respect to present program and future needs.
- Collect information from industry to assist the home-school counselor in assisting students in the decision making process.

__April:__

- Prepare exhibits of students' work for display in window fronts.
- Concentrate on home-school student interviews.
- Invite all administrators from component schools to a one-half day workshop at the area center.
- Select a symbol, crown, crest, etc., for a school emblem, to be worn by second year students.

__May:__

- Contact local industry and business to help plan graduates in suitable jobs.
- Arrange for appropriate graduation exercises.
- Evaluate results of public relations projects.
- Provide the press with successful job seeker stories.

__June:__

- Prepare an analysis of job placement for publication.
- Prepare annual report.
- Emphasis on job placement.
- Present student with highest average in each course an achievement award presented by the local chamber of commerce or other organization.